

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180091

Grants.gov Tracking#: GRANT12659587

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180091

****Table of Contents****

| Form | Page |
|---|-------------|
| 1. Application for Federal Assistance SF-424 | e3 |
| 2. Standard Budget Sheet (ED 524) | e6 |
| 3. Assurances Non-Construction Programs (SF 424B) | e8 |
| 4. Disclosure Of Lobbying Activities (SF-LLL) | e10 |
| 5. ED GEPA427 Form | e11 |
| <i>Attachment - 1 (1234-UCB CMES GEPA Statement)</i> | e12 |
| 6. Grants.gov Lobbying Form | e26 |
| 7. Dept of Education Supplemental Information for SF-424 | e27 |
| 8. ED Abstract Narrative Form | e28 |
| <i>Attachment - 1 (1236-UCB CMES Abstract)</i> | e29 |
| 9. Project Narrative Form | e31 |
| <i>Attachment - 1 (1235-UCB CMES Project Narrative)</i> | e32 |
| 10. Other Narrative Form | e82 |
| <i>Attachment - 1 (1238-UCB CMES Other Attachments)</i> | e83 |
| 11. Budget Narrative Form | e210 |
| <i>Attachment - 1 (1237-UCB CMES Budget Narrative)</i> | e211 |

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

| Application for Federal Assistance SF-424 | | |
|--|--|--|
| * 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application | * 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision | * If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/> |
| * 3. Date Received: <input type="text" value="06/22/2018"/> | 4. Applicant Identifier: <input type="text"/> | |
| 5a. Federal Entity Identifier: <input type="text"/> | 5b. Federal Award Identifier: <input type="text"/> | |
| State Use Only: | | |
| 6. Date Received by State: <input type="text"/> | 7. State Application Identifier: <input type="text" value="Choose State..."/> | |
| 8. APPLICANT INFORMATION: | | |
| * a. Legal Name: <input type="text" value="The Regents of the University of California"/> | | |
| * b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="94-6002123"/> | * c. Organizational DUNS: <input type="text" value="1247267250000"/> | |
| d. Address: | | |
| * Street1: | <input type="text" value="C/O Sponsored Projects Office"/> | |
| Street2: | <input type="text" value="1608 Fourth Street, Suite # 220"/> | |
| * City: | <input type="text" value="Berkeley"/> | |
| County/Parish: | <input type="text" value="California"/> | |
| * State: | <input type="text" value="CA: California"/> | |
| Province: | <input type="text"/> | |
| * Country: | <input type="text" value="USA: UNITED STATES"/> | |
| * Zip / Postal Code: | <input type="text" value="94710-5940"/> | |
| e. Organizational Unit: | | |
| Department Name: <input type="text" value="Center for Middle Eastern Stud"/> | Division Name: <input type="text"/> | |
| f. Name and contact information of person to be contacted on matters involving this application: | | |
| Prefix: <input type="text"/> | * First Name: | <input type="text" value="Joyce"/> |
| Middle Name: <input type="text" value="Chun"/> | | |
| * Last Name: <input type="text" value="Diaz"/> | | |
| Suffix: <input type="text"/> | | |
| Title: <input type="text" value="Contracts and Grants Officer"/> | | |
| Organizational Affiliation: <input type="text" value="Sponsored Projects Office"/> | | |
| * Telephone Number: <input type="text" value="510-642-8109"/> | Fax Number: | <input type="text" value="510-642-8236"/> |
| * Email: <input type="text" value="joycechun@berkeley.edu"/> | | |

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

*** 12. Funding Opportunity Number:**

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

National Resource Center Program & FLAS Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

| | |
|---------------------|---|
| * a. Federal | <input type="text" value="616,352.00"/> |
| * b. Applicant | <input type="text" value="0.00"/> |
| * c. State | <input type="text" value="0.00"/> |
| * d. Local | <input type="text" value="0.00"/> |
| * e. Other | <input type="text" value="0.00"/> |
| * f. Program Income | <input type="text" value="0.00"/> |
| * g. TOTAL | <input type="text" value="616,352.00"/> |

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

The Regents of the University of California

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|-----------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------|
| 1. Personnel | 132,763.00 | 124,635.00 | 134,975.00 | 125,512.00 | | 517,885.00 |
| 2. Fringe Benefits | 57,948.00 | 54,697.00 | 58,833.00 | 55,048.00 | | 226,526.00 |
| 3. Travel | 3,880.00 | 3,880.00 | 3,880.00 | 3,880.00 | | 15,520.00 |
| 4. Equipment | | | | | | |
| 5. Supplies | 9,000.00 | 1,000.00 | 6,000.00 | 7,500.00 | | 23,500.00 |
| 6. Contractual | | | | | | |
| 7. Construction | | | | | | |
| 8. Other | 46,272.00 | 65,646.00 | 46,170.00 | 58,020.00 | | 216,108.00 |
| 9. Total Direct Costs (lines 1-8) | 249,863.00 | 249,858.00 | 249,858.00 | 249,960.00 | | 999,539.00 |
| 10. Indirect Costs* | 19,989.00 | 19,989.00 | 19,989.00 | 19,997.00 | | 79,964.00 |
| 11. Training Stipends | 346,500.00 | 346,500.00 | 346,500.00 | 346,500.00 | | 1,386,000.00 |
| 12. Total Costs (lines 9-11) | 616,352.00 | 616,347.00 | 616,347.00 | 616,457.00 | | 2,465,503.00 |

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2011 To: 06/30/2018 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS

The Indirect Cost Rate is 57.00%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.

PR/Award # P015A180091

| | | |
|---|---|--|
| Name of Institution/Organization The Regents of the University of California | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. | |
|---|---|--|

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel | | | | | | |
| 2. Fringe Benefits | | | | | | |
| 3. Travel | | | | | | |
| 4. Equipment | | | | | | |
| 5. Supplies | | | | | | |
| 6. Contractual | | | | | | |
| 7. Construction | | | | | | |
| 8. Other | | | | | | |
| 9. Total Direct Costs (lines 1-8) | | | | | | |
| 10. Indirect Costs | | | | | | |
| 11. Training Stipends | | | | | | |
| 12. Total Costs (lines 9-11) | | | | | | |

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

| | |
|--|--|
| <p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Joyce Chun Diaz</p> | <p>TITLE</p> <p>Contracts and Grants Officer</p> |
| <p>APPLICANT ORGANIZATION</p> <p>The Regents of the University of California</p> | <p>DATE SUBMITTED</p> <p>06/22/2018</p> |

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
4040-0013

| | | |
|--|--|--|
| 1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance | 2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award | 3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change |
|--|--|--|

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

| | |
|--|---|
| 6. * Federal Department/Agency: <input type="text" value="DOED US Department of Education"/> | 7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/> |
|--|---|

| | |
|--|--|
| 8. Federal Action Number, if known: <input type="text"/> | 9. Award Amount, if known: \$ <input type="text"/> |
|--|--|

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name
 * Last Name Suffix

Title: Telephone No.: Date:

| | |
|--------------------------|--|
| Federal Use Only: | Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97) |
|--------------------------|--|

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1234-UCB CMES GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

University of California, Berkeley's Policies and Procedures on Equitable Access Pursuant to GEPA 427

OVERVIEW

The University of California, Berkeley (and the overarching University of California system) has many policies and regulations in place to comply with all applicable federal, state, and local laws and regulations, as well as to meet the University commitment to positive values of equal opportunity, access, and a climate free from all forms of harassment, exploitation, or intimidation. These are summarized in the following quotes:

"The University of California, in accordance with applicable Federal and State Law, does not discriminate on the basis of race, color, national origin, religion, sex (including sexual harassment), gender identity, pregnancy/childbirth and medical conditions related thereto, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. This nondiscrimination policy covers student admission, access, and treatment in University programs and activities. It also covers faculty (Senate and non-Senate) and staff in their employment." (*From Nondiscrimination Policies and Procedures*, <https://ophd.berkeley.edu/policies-and-procedures>)

"Diversity is a defining feature of the University of California and we embrace it as a source of strength. Our differences — of race, ethnicity, gender, religion, sexual orientation, gender identity, age, socioeconomic status, abilities, experience and more — enhance our ability to achieve the university's core missions of public service, teaching and research. We welcome faculty, staff and students from all backgrounds and want everyone at UC to feel respected and valued." (*From <https://ucnet.universityofcalifornia.edu/working-at-uc/our-values/diversity.html> as introduction to Regents Policy 4400: Policy on University of California Diversity Statement*)

In Part A, we list several specific policies with text excerpts of the articles most relevant to GEPA 427 and the NRC/FLAS program. These official policies are centered around (1) nondiscrimination and affirmative action, (2) nondiscrimination on the basis of sex, (3) nondiscrimination on the basis of disability and (4) provision of accommodation for accessibility. While some of the excerpts may read as repetitive due to the nature of policy language, it illustrates UC Berkeley's commitment to a diverse environment free from discrimination. This commitment is borne out further by a wealth of guidelines, best practices, services, and resources that UC Berkeley created to get to an inclusive environment with equal access for all. Since these translations of policy into practice are clearly aligned with the spirit of the GEPA 427, we provide some examples of this in Part B, starting with our Principles of Community.

PART A. INSTITUTIONAL POLICIES

Note: Most of the official policies exist at the level of the University of California system. There are three main policies that cover the different university constituents:

- University of California Policies Applying to Campus Activities, Organizations and Students (PACAOS)
- University of California Academic Personnel Manual (APM)
- University of California Personnel Policies for Staff members (PPSM)

As way of providing a detailed description of each policy, we include excerpts from the policy text of the articles most relevant to GEPA 427 and the NRC/FLAS program.

All policies were current as at time of proposal preparation (June 2018).

This list was intended to highlight pertinent policies, but may not be exhaustive.

1. Nondiscrimination and Affirmative Action

1.1 Student-Related Matters

"The University is committed to a policy against legally impermissible, arbitrary, or unreasonable discriminatory practices. All groups operating under the authority of The Regents, including administration, faculty, student governments, University-owned residence halls, and programs sponsored by the University or any campus, are governed by this policy of nondiscrimination. The intent of the University's policy on nondiscrimination is to reflect fully the spirit of the law. In carrying out this Policy, the University also shall be sensitive to the existence of past and continuing societal discrimination." (*From PACAOS-20: Policy On Nondiscrimination*, <https://policy.ucop.edu/doc/2710522/PACAOS-20>)

"The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities." (*From PACAOS-APPENDIX C: Nondiscrimination Policy Statement For University Of California Publications Regarding Student-Related Matters*, <https://policy.ucop.edu/doc/2710540/PACAOS-Appendix-C>)

The campuses of the University of California include comprehensive and holistic admissions criteria, and all campuses maintain pro-active retention programs targeting underrepresented minorities. Campuses also support various initiatives to help schools and communities foster a college-going culture and to make a measurable difference in student achievement with strategic, sustained academic support. In sum, the University of California places a strong emphasis on being ethnically diverse while also promoting actions intended to better teach, prepare, support and increase the probability of higher education success for students from all ethnic and socio-economic backgrounds.

1.2. Employment Practices

General. "The University prohibits discrimination against any person employed; seeking employment; or applying for or engaged in a paid or unpaid internship or training program leading to employment with the University of California on the basis of race, color, national origin, religion, sex, gender, gender expression, gender identity, gender transition status, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services, including protected veterans. This policy applies to all employment practices, including recruitment, selection, promotion, transfer, merit increase, salary, training and development, demotion, and separation.

In addition, the University prohibits harassment based on the above protected characteristics of an employee, applicant, paid or unpaid intern, volunteer, person participating in a program leading to employment, or person providing services pursuant to a contract.

If the harassment is sexual in nature, the University's Sexual Violence and Sexual Harassment (SVSH) policy will apply. Local SVSH resource information can be found at <http://sexualviolence.universityofcalifornia.edu/get-help/index.html>. This policy is intended to be consistent with applicable state and federal laws and University policies."

Affirmative action. "It is the policy of the University to undertake affirmative action, consistent with its obligations as a federal contractor, for minorities and women, for persons with disabilities, and for protected veterans. The University commits itself to apply every good faith effort to achieve prompt and full utilization of minorities and women in all segments of its workforce where deficiencies exist. These efforts conform to all current legal and regulatory requirements, and are consistent with University standards of quality and excellence.

In conformance with federal regulations, written affirmative action plans will be prepared and maintained by each campus of the University, by the Lawrence Berkeley National Laboratory, by the Office of the President, and by the Division of Agriculture and Natural Resources. Such plans will be reviewed and approved by the Office of the President and the Office of the General Counsel before they are officially promulgated."

(From University of California – Policy Discrimination, Harassment, and Affirmative Action in the Workplace, <https://policy.ucop.edu/doc/4000376/DiscriminatioHarassmentAffirmAction>)

Similar language is also included in APM-035: Affirmative Action and Nondiscrimination in Employment (<https://www.ucop.edu/academic-personnel-programs/files/apm/apm-035.pdf>); PPSM-12: Nondiscrimination in Employment. (<https://policy.ucop.edu/doc/4010391/PPSM-12>); and PPSM-14: Affirmative Action (<https://policy.ucop.edu/doc/4010392/PPSM-14>)

Efforts are also made to advertise widely with the intent of assuring a diverse applicant pool thereby increasing the likelihood of hiring individuals from protected groups and categories.

Special efforts are made to include minorities and women on search committees and to reach out through a variety of media to attract minority and female candidates. Special efforts are also made to retain faculty and staff and to ensure a climate of civility and respect for diversity in an atmosphere of academic freedom that is considerate and tolerant of the ideas of others.

2. Nondiscrimination on the Basis of Sex

General Provisions. "Except as provided in Federal or State laws, no person may be excluded on the basis of sex from participation in, denied the benefits of, or discriminated against in any academic, extracurricular, research, or other program offered by the University. This includes: (a) sex discrimination in requirements or qualifications for any University-offered aid, benefit, or service; (b) providing different aid, benefits, or services or such aid, benefits, or services in a different manner; (c) application of separate rules of appearance; (d) application of separate rules as to domicile for admission or out-of-State fee purposes; or (e) providing any assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit, or service to students or employees (for example, single-sex clubs not exempted in Section 150.40)."

"Programs in which the University requires or facilitates participation by its students, but which are not wholly operated by the University (for example, study abroad, clinical programs, student-teaching programs, internships) must be actively monitored to ensure that they do not contain violations of this Policy. If such violations occur and cannot be rectified, the program relationship must be terminated."

Admissions. "Except as provided in this Policy, no preference on the basis of sex can be given in the admission of students. This includes: (a) ranking of applicants separately by sex; (b) the use of quotas for one sex; or (c) the use of tests or other criteria which have disproportionately adverse effects on one sex. The prohibition against tests or criteria which have disproportionately adverse effects on one sex is not applicable when they are shown to validly predict success in the educational program in question and alternative tests or criteria are shown to be unavailable."

Educational Programs and Activities. "Except as provided in this Policy, all educational programs or activities offered by the University, including physical education, ROTC, and music classes must be offered without discrimination on the basis of sex."

Financial Aid. "It is the intent of this Policy that student aid funds administered by the University are awarded to men and women in a nondiscriminatory manner. A campus may not at its own discretion set aside any University-administered student aid funds in a manner that would result in discrimination on the basis of sex in the amount or type of aid received by University students on that campus. However, as provided in Federal and State laws, certain funds may be administered on a sex-restricted basis (see Section 153.22)."

(From 3.1.1 PACAOS-150: Student-Related Policy Applying To Nondiscrimination On The Basis Of Sex (<https://policy.ucop.edu/doc/2710535/PACAOS-150>))

3. Nondiscrimination on the Basis of Disability

3.1 General nondiscrimination

Faculty. "The University of California recognizes that academic appointees with disabilities are active and productive members of the University community, and the University is committed to providing reasonable accommodations to allow qualified academic appointees with disabilities to continue to contribute to the University's vital educational, research and public service mission. To this end, the University is committed to participating in the Interactive Process to determine and implement reasonable accommodations to the working environment (which do not cause an undue hardship), to assist academic appointees with disabilities in accommodating restrictions or limitations in the workplace." (From 2.2.1 APM-711: University of California Resource Guide for Academic Appointees with Disabilities (https://www.ucop.edu/academic-personnel-programs/_files/apm/apm711.pdf))

Staff. "The University provides reasonable accommodation to otherwise qualified employees who are disabled or become disabled and need assistance to perform the essential functions of their positions. The interactive process shall be used to determine what, if any, reasonable accommodation will be made." (From PPSM-81: Reasonable Accommodation, <https://policy.ucop.edu/doc/4010420/PPSM-81>)

Students. "In providing any aid, benefit, or service, the University may not, directly or through contractual, licensing, or other arrangements, discriminate on the basis of disability [...]" (From PACAOS-140: Guidelines Applying To Nondiscrimination On The Basis Of Disability (<https://policy.ucop.edu/doc/2710534/PACAOS-140>))

3.2 Educational Programs, Services, and Activities

Examples under this part of the policy include:

"Qualified individuals with disabilities may not, on the basis of disability, be denied admission to the University or enrollment in University classes or participation in University programs, services, or activities, or be subjected to discrimination in the admissions process or in recruitment procedures."

"Qualified students with disabilities or participants with disabilities in University programs, services, or activities may not, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, research, occupational training, housing, health insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular activity, or other educational program, service, or activity offered by the University."

(From PACAOS-140: Guidelines Applying To Nondiscrimination On The Basis Of Disability
(<https://policy.ucop.edu/doc/2710534/PACAOS-140>)

3.3 Student Employment Practices

"The University may not discriminate against any qualified individual with a disability, on the basis of disability, in employment under any program, service, or activity, including any program, service, or activity that employs students with disabilities. Information concerning the University's employment policies as they apply to individuals with disabilities may be obtained from campus personnel offices or ADA/Section 504 Compliance Officers." *(From PACAOS-140: Guidelines Applying To Nondiscrimination On The Basis Of Disability*
(<https://policy.ucop.edu/doc/2710534/PACAOS-140>)

4. Program Accessibility

4.1 General Program Accessibility

"No qualified individual with a disability shall be denied, on the basis of that disability, the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any of the University's programs, services, or activities because University facilities are inaccessible to, or unusable by, individuals with disabilities. The University must make its programs, services, and activities accessible to and usable by any qualified individual with a disability, unless doing so would result in a fundamental alteration to the nature of its programs, services, and activities, or would result in undue financial and administrative burdens." *(From PACAOS-140: Guidelines Applying To Nondiscrimination On The Basis Of Disability*
(<https://policy.ucop.edu/doc/2710534/PACAOS-140>)

4.2 Responsible Units at UC Berkeley

It is the responsibility of each department on the Berkeley campus to provide reasonable accommodations to disabled staff, faculty, students, and members of the public participating in departmental programs. Accordingly, the University must: 1) assist campus departments with determining whether reasonable accommodations may be needed; 2) provide procedures for campus departments to obtain technical assistance and centralized review so they may respond promptly and effectively to requests for accommodations; and 3) provide guidelines and information about funding reasonable accommodations.

The Berkeley Campus Plan for Accommodating the Academic Needs of Students with Disabilities describes the roles of various units and individuals at the University of California, Berkeley in ensuring that students with disabilities receive appropriate accommodations in their instructional activities, as mandated by Federal and State law and by University policy. Responsible units include *the Academic Accommodations Policy Board*, which exists of at least two faculty members knowledgeable in the area of learning and disabilities; two professional staff members of the Disabled Student's Program; the campus Assistant Provost of Academic Compliance & Disability Standards; and the campus Disability Resolution Officer. This board is

tasked with advising the Executive Vice Chancellor and Provost (EVCP) about policies and procedures related to the provision of academic accommodations for students with disabilities; recommending steps to be taken by the EVCP related to the provision of accommodations for instructors with disabilities, such as faculty, lecturers, graduate student instructors, etc.; developing mechanisms for increasing the understanding of the academic departments and faculty with respect to disabilities and their accommodation in an academic setting; and assisting the EVCP in resolving any disagreements with faculty that might arise concerning particular accommodations in an academic setting. Other people/units include the *Executive Vice Chancellor and Provost (EVCP)*, responsible for campus policies affecting persons with disabilities, and final determination of the appropriateness of a particular academic accommodation is the event of disagreement; the *Assistant Provost of Academic Compliance & Disability Standards*, serving as a resource to the EVCP and others; *Disability Specialists*, responsible for assessing a student's disability and nature of accommodations; the *Director of the Disabled Students' Program; Instructors*; and *Department Chairs and Deans*. (*Berkeley Campus Plan for Accommodating the Academic Needs of Students with Disabilities*, <https://dsp.berkeley.edu/about/policies-guidelines/accommodations>)

4.3 Examples of additional policies related to particular disabilities

Deaf and Hard of Hearing Students "The University of California at Berkeley (UCB) is committed to ensuring that deaf and hard-of-hearing students are able to participate in all of the programs, services and activities offered on this campus and to ensuring that their communication assistance needs are met. The Disabled Students' Program (DSP) is a primary resource available at UCB to help students with their communication assistance needs." The policy and practices guide goes on to "explain the types of auxiliary services, aids and accommodations that DSP makes available to deaf and hard-of-hearing students, and the procedures for obtaining and maintaining those services, aids and accommodations." (*From Berkeley Communication Services for Deaf and Hard of Hearing Students*, <https://dsp.berkeley.edu/about/policies-guidelines/communication-services>)

Psychological Disabilities / Attention-Deficit/Hyperactivity Disorder. "Federal and State law and University of California policies require the University to provide reasonable accommodation in its academic programs to qualified students with disabilities, including students with psychological disabilities.

The University is committed to providing reasonable accommodations appropriate to the nature and severity of the individual's documented psychological disability in all academic programs, services, and activities. In defining a disability as primarily psychological in nature, these Practices consider the definition of mental disorders as described in the most current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5)."

(*From University of California Practices for the Documentation and Academic Accommodation of Students with Psychological Disabilities*, <https://dsp.berkeley.edu/about/policies-guidelines/psychological-disabilities>; and *University of California Practices for the*

Documentation and Academic Accommodation of Students with Attention-Deficit/Hyperactivity Disorder, <https://dsp.berkeley.edu/about/policies-guidelines/attention-deficithyperactivity-disorder>)

Learning Disabilities. "Federal and State law and University of California policies require the University to provide reasonable accommodation in its academic programs to qualified students with disabilities, including students with learning disabilities.

The University is committed to providing reasonable accommodations appropriate to the nature and severity of the individual's documented learning disability in all academic programs, services, and activities.

University of California students with learning disabilities typically have average to superior ability, yet experience marked difficulty in one or more academic areas as a result of a significant information processing disorder. To be considered a disability that warrants accommodations, the disorder must limit a major life activity."

(From University of California Practices for the Documentation and Accommodation of Students with Learning Disabilities—Revised, <https://dsp.berkeley.edu/about/policies-guidelines/learning-disabilities>)

Pregnancy and Parenting. "In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, it is the policy of the University of California at Berkeley to not discriminate against or exclude any person on the basis of pregnancy or related conditions, and to provide reasonable accommodations to students as appropriate. Instructors are reminded of their responsibilities for excusing medically necessary absences for pregnancy and related conditions and making reasonable accommodations in the areas of class sessions, exams, tests, project deadlines, field trips, and any other required activities. For graduate students, faculty advisors are reminded of policies regarding parental leave and the extension of normative time for academic milestones, as set out in the Guide to Graduate Policy." *(From Accommodation For Pregnancy And Parenting, [https://teaching.berkeley.edu/academic-calendar-and-student-accommodations-campus-policies-and-guidelines - anchor6](https://teaching.berkeley.edu/academic-calendar-and-student-accommodations-campus-policies-and-guidelines-anchor6))*

PART B. RESULTING GUIDELINES, BEST PRACTICES, AND SERVICES

1. Principles of Community

In addition to the official policies, UC Berkeley also prides itself on our Principles of Community:

"These principles of community for the University of California, Berkeley, are rooted in our mission of teaching, research and public service. They reflect our passion for critical inquiry, debate, discovery and innovation, and our deep commitment to contributing to a better world. Every member of the UC Berkeley community has a role in sustaining a safe, caring and humane environment in which these values can thrive.

- We place honesty and integrity in our teaching, learning, research and administration at the highest level.
- We recognize the intrinsic relationship between diversity and excellence in all our endeavors.
- We affirm the dignity of all individuals and strive to uphold a just community in which discrimination and hate are not tolerated.
- We are committed to ensuring freedom of expression and dialogue that elicits the full spectrum of views held by our varied communities.
- We respect the differences as well as the commonalities that bring us together and call for civility and respect in our personal interactions.
- We believe that active participation and leadership in addressing the most pressing issues facing our local and global communities are central to our educational mission.
- We embrace open and equitable access to opportunities for learning and development as our obligation and goal.

UC Berkeley's "Principles of Community" statement was developed collaboratively by students, faculty, staff, and alumni, and issued by the Chancellor. Its intent is to serve as an affirmation of the intrinsic and unique value of each member of the UC Berkeley community and as a guide for our personal and collective behavior, both on campus and as we serve society."

(From: <https://diversity.berkeley.edu/principles-community>)

2. Pathways to Implementation

2.1 Responsible Units

There are several units on campus that are tasked with elements of creating an inclusive environment and ensuring equal access. Many of the policies are the responsibility of Human Resources, the Office of Ethics, Risk and Compliance Services, the Division of Equity and Inclusion, Undergraduate Studies, and the Center for Teaching and Learning, to name a few. However, the main goal is to cultivate that responsibility and capability of inclusiveness within each person on campus to create a welcoming and accommodating environment for all.

2.2 Going beyond compliance

The Office of Ethics, Risk and Compliance Services, includes the Office for the Prevention of Harassment and Discrimination (OPHD) and the Disability Compliance Office (DCO). These two offices go beyond mere compliance. Indeed, OPHD is tasked with resolving sex (Title IX) and race (Title VI) discrimination, harassment, and assault, *as well as* to help create and maintain

UC Berkeley Center for Middle Eastern Studies
GEPA Statement
9/14

a positive campus climate. The vision for the DCO is to "manage a robust compliance program that *reframes* legally-mandated disability-related physical and program access issues into self-regulatory good business practices that are based in universal design for the common good, rather than compliance and accommodation. The DCO collaboratively strives to maintain and promote an environment and culture of disability-related compliance, rooted in our campus mission of teaching, research, and public service consistent with the university Principles of Community, and the standing campus commitment to full inclusion."

2.3 Equity and Inclusion: From high-level administration to each unit.

UC Berkeley's commitment related to the GEPA 427 intent is probably most noticeable in the Division of Equity and Inclusion (E&I). E&I is headed by the Vice Chancellor of Equity & Inclusion, Oscar Dubon, and provides leadership, accountability and inspiration to the campus in integrating equity, inclusion, and diversity into all aspects of university life. Their Campus Climate, Community Engagement & Transformation unit was created to "transform the campus experience for all students, staff, faculty and administration at UC Berkeley, focusing on reshaping and influencing policies and practices that increase opportunities, advance social justice and create equitable experiences for all groups, with a special focus on marginalized and underserved populations." This encompasses student, staff, and faculty diversity initiatives as well as a data collection and reporting effort. The following excerpt from the strategic plan provides a good framework of what UC Berkeley aims to do:

"The Pathway to Excellence, Berkeley's Strategic Plan for Equity, Inclusion, and Diversity, renews the campus's commitment to California, and to the world, to provide fair treatment, access, opportunity, and advancement for all. This is a commitment that lies at the heart of Berkeley's mission as a public university, and is a continuation of the campus's longtime role in advancing principles and policies for a democratic society. California's uniquely diverse demographics, combined with Berkeley's authentic desire to serve and learn from every sector of society, offers the University a chance to craft new models of institutional change. Our goal is to transform UC Berkeley into an equitable and inclusive academy of the highest caliber – one that fully honors the diversity of our students, faculty and staff, expands possibilities for those from underserved backgrounds and communities, and creates new fields of inquiry, knowledge, and exploration, with global reach and implications." (*From: https://diversity.berkeley.edu/sites/default/files/executivesummary_webversion.pdf*)

Examples of key initiatives include:

- Rallying of local stakeholders;
- The creation of prestigious student, faculty, and staff awards and effective policies and practices that recognize and incentivize the advancement of equity, inclusion, and diversity;
- A UC Berkeley staff performance management tool that incorporates "inclusiveness" as a core competency for performance evaluations; and
- Best practices, such as mentoring, cross-training for job skills, hiring-committee training, and accessible classroom materials and pedagogy; and

- Climate surveys.

Thus, in order to create a welcoming campus climate for all and to instigate culture change, UC Berkeley uses a multifaceted approach through a portfolio of programs and services at different levels and with different community groups on campus. For example, in addition to offering direct diversity consulting services, E&I also supports diversity planning within academic and administrative units by providing toolkits with step-by-step guidance to help the unit conduct their own strategic planning and assessment processes on equity, inclusion, and diversity. Furthermore, each department or school at Berkeley has a Faculty Equity Advisor who is appointed by the department chair or dean and helps ensure that diversity and equity are considered in all aspects of the academic mission. As well as working within their own departments, they participate in a campus-wide network to share strategies and collaborate on addressing common challenges. These faculty members have crucial roles in strategic planning, faculty recruitment and retention, graduate student admission and advancement, and the climate of equity and inclusion.

2.4 Services for People with Disabilities

Services for people with disabilities include DCO (see above) as well as Campus Access Services, which provides mobility and communications access, and the Disabled Students Program (DSP), which supports students with disabilities and collaborates with the campus community to remove barriers to educational access and embrace the University's values of equity and inclusion. DSP also provides information related to study abroad for disabled and works with TRiO (see below) for providing high touch services in cultivating a supportive community at UC Berkeley.

2.5 Inclusive Classrooms

UC Berkeley also offers several activities and resources to help faculty and teachers create inclusive classrooms in the broader sense. These include discussion and seminar series such as "Faculty Dialogues: Creating Inclusive Classrooms" and "Teaching in troubled times", and a long list of classroom tools on the diverse and inclusive classroom on the Multicultural Education Program website, including resources from within E&I (e.g., DSP, GenEq), but also from the Berkeley Center for Teaching and Learning in the Division of Undergraduate Education, and from peer institutions.

2.6 Diversity Initiatives and Support at All Levels of Campus

In addition to some of the practices and services listed above, UC Berkeley aims to support diversity and raise awareness at all levels and through different means. Some examples include: ***Undergraduate level.*** The Centers for Educational Equity and Excellence (CE3) aim to empower non-traditional, underserved, and underrepresented students who reflect the diversity of California with the specialized support, expertise, and advocacy required to achieve educational equity and excellence. The Centers for Educational Justice & Community Engagement (EJCE) collaborative of seven offices and centers advocates for, builds capacity with and dialogue among and across diverse communities (Gender Equity Resource Center, African American

Student Development, Asian Pacific American Student Development, Chicana Latinx Student development, Native American Student Development, Multicultural Community Center, and the American Indian Graduate Program).

Graduate level. The Office for Graduate Diversity (OGD) provides support services for prospective and continuing students on campus in an effort to maintain a more diverse graduate student community. OGD serves as a resource for the admissions process, academic support, financial advice, and professional development. It aims to enhance the educational experience of underrepresented students, including those who are undocumented, first generation college students, and those who are educationally and financially challenged.

Postgraduate level. The University of California President's Postdoctoral Fellowship and the Berkeley Chancellor's Postdoctoral Fellowship programs offer postdoctoral research fellowships, faculty mentoring, and eligibility for a hiring incentive to outstanding scholars in all fields whose research, teaching, and service will contribute to diversity and equal opportunity at UC.

K-12 and Community College. As stated on the E&I website "the Center for Educational Partnerships helps students overcome educational and financial barriers to prepare for and be accepted at two- or four-year colleges. Serving students from kindergarten through community college, the Center for Educational Partnerships and its eleven programs lead the University of California, Berkeley's efforts to: Improve the academic achievement of students who face significant barriers to college; Increase the diversity of students who enroll and succeed in higher education; Empower schools and districts to promote and foster college aspirations through building a college-going culture; Support collaborations and partner with K-12 and post-secondary colleagues; and Create tools to partner with educators, families, and communities to inspire and advocate for our students' successful futures.

Programs include the Community College Transfer Center; Destination College Advising Corps; Early Academic Outreach Program; East Bay Consortium; Puente; Solano County Educational Consortium; Transfer Alliance Project; and DoED funded Pre-College TRiO Programs."

Campus-wide communications. In addition to banners, flyers, etc. across campus, several campus administrators also share information on initiatives, activities, and current issues through campus-wide email messages. In the past year, such communications have included messages from the Chancellor, the Vice Chancellor for Equity and Inclusion, the Assistant Vice Chancellor for Human Resources, and the Vice Chancellor for Undergraduate Education on topics such as disability awareness and inclusion; accessibility of online content; textbook affordability, adoption and accessibility, affirmative action plans, Black History Month, LGBTQ Pride Month, Asian Pacific American Heritage Month, National Women's History Month, and more. These messages help raise awareness of diversity and access related issues, remind people of the University's values of inclusiveness, and reiterate the many resources and contacts available on campus.

**Center for Middle Eastern Studies at the University of California, Berkeley
Procedures Pursuant to GEPA 427 for the National Resource Center
& Foreign Language and Area Studies Programs**

In addition to complying with the University of California's policies summarized above, the Center for Middle Eastern Studies (CMES) at UC Berkeley (UCB) proposes the following steps to ensure equitable access to, and participation in, the US Department of Education Title VI National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) Fellowships Programs for students, teachers, and other beneficiaries.

Support for Foreign Language and Area Studies Instruction at UC Berkeley

We propose to support both language and non-language area studies courses specific to the Middle East. In order to make these courses accessible to all qualified students at the university, we will work with the Disabled Students' Program (DSP) to ensure that all students with disabilities have equal access. DSP services include academic advising, academic accommodations, attendant referral, assistive technology, disability access services, disabled students grants, financial advising, housing services, priority enrollment, and a residence program. Immediate classroom services include note-takers, readers, sign language interpreters, real-time captioning, assistive listening devices, alternative media and proctoring services. We also propose to collaborate with the Berkeley Language Center (BLC), which provides faculty and students with state-of-the-art learning facilities and equipment that allow students with learning disabilities to take advantage of different learning technologies and media as well as to put in any additional study time needed to become proficient in a Middle Eastern language. In order to honor our commitment to both excellence and access, we also partner with the UCB Educational Opportunity Program to proactively involve low-income students, first-generation college students, students of color, and veterans in opportunities related to an education in Middle East Studies.

Public Outreach

We propose to support programs that engage the general public, government officials, and business representatives and better inform these constituencies about issues related to the Middle East. Many proposed events will be held in partnership with community organizations that serve minority and low-income constituents or with campus entities that are centrally concerned with equal access, such as the Center for Race and Gender or the Haas Institute for a Fair and Inclusive Society. To ensure that CMES events are carried out in a manner that is accessible to all participants, we will consult with Campus Access Services, which connects the UC Berkeley community with the resources, training, evaluative tools, and services that support equal access to students, staff, faculty, and visitors with disabilities to participate in university-sponsored non-course-related programs or activities. We will place an accessibility contact statement on all publicity, with an event contact and information about how to request accommodations such as sign language interpreting and real-time captioning. We will also provide alternative media for visually impaired attendees, such as voice recording of the program, when requested in advance.

UC Berkeley Center for Middle Eastern Studies
GEPA Statement
13/14

We will work with the campus Web Accessibility team to test the CMES website frequently for accessibility.

K-14 Outreach

We propose to provide projects that include teacher training activities on the Middle East. In order to reach out to historically underserved minority populations, we will work with our partner community colleges and Minority-Serving Institutions in California to engage instructors in our teacher-training programs. The goals for this grant cycle are to increase the engagement of underrepresented individuals in foreign language and area studies programming and to involve the greatest number of regional partners in K-12 and community college teacher training activities. In order to accommodate individuals who may have special accessibility needs, we will provide the services stated above in the Public Outreach section. Many of the services described in the Area Studies Instruction and Language Instruction sections are also suitable for assisting disabled teachers who come to our teacher training programs.

Foreign Language and Area Studies (FLAS) Fellowships

We propose to provide fellowships to eligible undergraduate and graduate students to become proficient in the four priority languages of our world area. In the coming grant cycle, the annual FLAS AY and summer competitions will be proactively marketed to underrepresented student populations through partnership with the Educational Opportunity Program at UCB and through advertising directly with campus centers and student groups that serve underrepresented students such as the Multicultural Community Center. Students who demonstrate financial need will receive preference in the selection process.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

| | |
|--|---|
| * APPLICANT'S ORGANIZATION The Regents of the University of California | |
| * PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | |
| Prefix: <input type="text"/> | * First Name: <input type="text" value="Joyce"/> Middle Name: <input type="text" value="Chun"/> |
| * Last Name: <input type="text" value="Diaz"/> | Suffix: <input type="text"/> |
| * Title: <input type="text" value="Contracts and Grants Officer"/> | |
| * SIGNATURE: <input type="text" value="Joyce Chun Diaz"/> | * DATE: <input type="text" value="06/22/2018"/> |

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

| | | | | |
|----------------------|-------------|----------------------|------------|----------------------|
| Prefix: | First Name: | Middle Name: | Last Name: | Suffix: |
| <input type="text"/> | Emily | <input type="text"/> | Gottreich | <input type="text"/> |

Address:

| | |
|-----------|----------------------|
| Street1: | 340 Stephens Hall |
| Street2: | <input type="text"/> |
| City: | Berkeley |
| County: | California |
| State: | CA: California |
| Zip Code: | 94720-2314 |
| Country: | USA: UNITED STATES |

| | |
|-------------------------------|-----------------------------|
| Phone Number (give area code) | Fax Number (give area code) |
| 510-642-8208 | <input type="text"/> |

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

| | | | |
|----------------------|----------------|-------------------|-----------------|
| <input type="text"/> | Add Attachment | Delete Attachment | View Attachment |
|----------------------|----------------|-------------------|-----------------|

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ABSTRACT

The Center for Middle Eastern Studies (CMES) at the University of California, Berkeley requests Comprehensive NRC and FLAS support to continue to serve as a dynamic force for excellence in Middle Eastern Studies in both academe and the public sphere, while evolving critically and creatively to meet the challenges of the present moment.

Building on the depth of UC Berkeley's history as the oldest public university in California, and on the breadth of its resources as the flagship of one of the most extensive public education networks in the world, this proposal embodies three guiding principles: to strive for both **excellence and access** in Middle Eastern Studies; to promote **interdisciplinarity and diversity** in knowledge production; and to approach the Middle East from a **global perspective**, anchoring inquiry in language and area specialization while recognizing its transnational, transregional, and comparative dimensions. Additionally, the 2018-2022 cycle will see a significant recalibration and commitment to activities designed to have a **long-term impact** on Middle Eastern Studies on campus and beyond.

CMES has long supported high-quality instruction in modern Arabic, Hebrew, Persian, and Turkish (in addition to their historical antecedents and other regional languages), and innovative area studies courses covering a range of topics and disciplines. In this cycle, in order to leverage NRC funds towards sustainable enhancement of UC Berkeley's curriculum, CMES will support courses timed to coincide with three new campus initiatives: (1) funds for Colloquial Arabic dovetail with the recent campus approval of this course towards the major/minor in Arabic; (2) support for Ottoman Turkish builds on UC Berkeley's growing dedication to establishing a coherent Turkish & Ottoman Studies program, as evidenced by the recent hire with tenure of three experts in the field; (3) seed funding for two courses on contemporary politics in the Middle East will enhance regional coverage in the reorganized Global Studies framework, encouraging a greater number of students to enroll in the Middle East track of this new major. The project will also collaborate with the new Middle East and Near Eastern Studies Librarian for targeted digital and print acquisitions, with particular attention to sources in less commonly taught languages, thus helping maintain the status of the UC Berkeley Library as one of the preeminent Middle East collections in the world.

Outreach to K-12, community colleges, media organizations, community groups, businesses, and the general public is a major component of the CMES mission, and the 2018-2022 cycle will see a renewed emphasis on cultivating outreach activities for long-term impact. Programs for K-14 instructors will reflect a more proactive model of outreach, aimed at addressing pressing systemic needs. In addition to continuing the popular annual institutes and workshops for K-12 and community college instructors, CMES's partnership with the university's Office of

Resources for International and Area Studies (ORIAS) and affiliated UC Berkeley NRCs will launch two major initiatives: (a) collaborations with the Phoebe A. Hearst Museum of Anthropology and the Berkeley Art Museum and Pacific Film Archive to improve the use of artifacts and film in pedagogy at the K-12 level; (b) working with instructors at Minority-Serving Institutions to create online courses that will expand Middle East offerings to community college students across California. Moreover, our existing partnership with the UC Berkeley History-Social Science Project will infuse Middle East content into 6th, 7th, and 10th grade course curricula built around the Common Core Standards, while offering professional development credit to teachers. CMES event programming—including a rich interdisciplinary lecture and cultural series, faculty-driven symposia, and conferences featuring student research and professional development—has been devised to foster large networks of sustained collaboration that tackle cutting edge topics using state-of-the-art methods.

CMES's FLAS program reflects a commitment to creating and improving pathways to international education and careers in areas of national need for all. The FLAS program will exclusively fund study of four priority languages—modern Arabic, Hebrew, Persian, and Turkish—and work with various campus offices to increase the participation of students who are currently underrepresented in foreign language programs, study abroad programs, and international careers.

While CMES has been a leader in Middle Eastern Studies since its creation in 1963, the current proposal seeks to dramatically broaden its reach and long-term impact, ensuring that quality Middle East-related programming is accessible to the widest possible number of constituents beyond the lifetime of the grant. The project meets all absolute and competitive preference priorities for the NRC and FLAS programs.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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[Add Optional Project Narrative File](#)

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A. PROGRAM PLANNING AND BUDGET

The University of California, Berkeley is a dynamic force for excellence in Middle Eastern Studies in both academe and the public sphere. The Center for Middle Eastern Studies (CMES) at UC Berkeley requests Comprehensive National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) support to continue to promote language and area expertise as the basis of competent and innovative knowledge production, while evolving critically and creatively to meet the challenges of the present moment. Building on the depth of UC Berkeley's history as the oldest public university in California, and on the breadth of its resources as the flagship of one of the most extensive public education networks in the world, this proposal embodies three guiding principles: to strive for both *excellence and access* in Middle Eastern Studies; to promote *interdisciplinarity and diversity* in knowledge production; and to approach the Middle East from a *global perspective*, anchoring inquiry in language and area specialization while recognizing its transnational, transregional, and comparative dimensions.

A1. Quality and Relevance of Activities to NRC Mission:

Based on these guiding principles and the current Department of Education's (ED) absolute and competitive priorities, we define our main programmatic goals as follows:

- (a) Enable access to high quality Middle East and North Africa (MENA) language and area studies for the greatest number and variety of students at UC Berkeley (UCB) and beyond.
- (b) Enhance outcomes for students of MENA language and area studies by improving pedagogy tools, advising for post-collegiate careers, and program evaluation methods.
- (c) Promote a globally-informed student body by strengthening and expanding K-16 outreach.
- (d) Serve as a trustworthy nonpartisan resource on the Middle East for nonprofits, media organizations, businesses, and the broader public.

All proposed programming is predicated upon meeting these objectives in a cost-effective manner, as required both by the grant and by rigorous UC budget strictures. Figures for individual budget components are in the detailed line-item budget (**ED 524 Section C**).

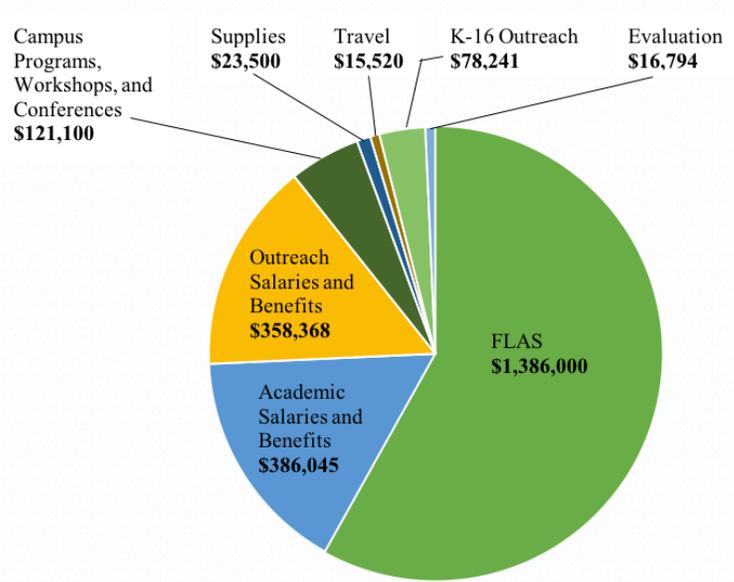


Figure 1 – Project Budget
\$2,385,539

A2. Instructional Program:

Expanding instruction in Middle Eastern Studies is our highest priority. To enhance our existing Middle Eastern language program, we plan to support one semester per year of Colloquial Arabic (Egyptian dialect) in response to student interest. The Department of Near Eastern Studies (NES) is committed to funding the second semester, thus ensuring four years of uninterrupted, intensive training in Colloquial Arabic. We also request support for one semester of Ottoman Turkish to be offered in years 1 and 3 of the grant, in response to student need—Ottoman Turkish is a prerequisite for the research of many students in the growing Middle East track of the Ph.D. program in History (**section H3a**). NES will continue to fund the teaching of Modern Standard Arabic, Hebrew, Persian, and Turkish through the advanced level.

CMES additionally seeks funding to increase course offerings in the new Global Studies (GS) major that is replacing Middle Eastern Studies (MES) within UCB’s International and Area Studies (IAS) Academic Program. We will partially support two courses per year for four years on the contemporary Middle East within the GS major. “The Gulf States and the Arab Spring” will be offered every Fall; “Political Transitions in the Middle East and North Africa” will be

offered every Spring. Each course is valued at 33% FTE; the IAS Academic Program has committed to funding half the cost of each course for four years. All language and area studies lecturer salaries reflect the University of California (UC) standard rates for lecturers.

A3. Administration: CMES requests 25% of the salary and benefits for the Vice Chair (Academic and Outreach Coordinator, **Appendix A-13**), and 50% of the salary and benefits for the Administrative Coordinator **Appendix A-38**) and Events Coordinator (**Appendix B**). CMES staff, defined as the Vice Chair/Outreach Director, Administrative Coordinator, Events Coordinator, part-time Administrative Associate, and part-time Student Assistants will administer the FLAS fellowships and Outreach activities detailed below. All staff salaries range between the minimum and midpoint university rate for the corresponding position.

A4. FLAS Fellowships: Demand for FLAS fellowships continues to be strong at UCB. CMES requests funding for 10 academic year fellowships (8 graduate; 2 undergraduate) and 7 summer fellowships. FLAS fellowships awarded by CMES will be supplemented by the university with tuition waivers. 100% of CMES's FLAS languages are ED Priority Languages (**FLAS Competitive Preference Priority 2**). CMES has honed selection procedures to ensure ease of application, equitable and discerning selection criteria, informed and diverse selection committees, and a close fit between awards and announced priorities of ED (**section J**).

A5. Outreach: Consistent with the two NRC Competitive Preference Priorities, we plan to conduct three major modes of K-14 outreach. First, CMES will collaborate with UCB's Office of Resources for International and Area Studies (ORIAS), whose mandate to meet the area studies needs of California K-14 educators amplifies the outreach efforts of CMES and UCB's eight other area centers, which collectively underwrite its teacher training activities (salary support is provided by the Office of the Vice Chancellor for Research). ORIAS-driven outreach, which has

operated over two decades, focuses on content-based training on a formalized annual schedule, designed to meet the needs of large, diverse groups of educators who have been newly tasked with teaching World History. Second, CMES will work with the California History-Social Science Project (HSSP), UCB's member site of the California Subject Matter Project, a statewide program boasting an outstanding track record of working with California schools, providing educators with professional development credit and aiding them in addressing the requirements of the Common Core State Standards. This collaboration, which counts on a large network of teachers as well as formal links to the UC Davis and UCB Graduate Schools of Education, primarily addresses subject-based pedagogy and develops best practices to meet the rapidly-evolving state and federal education standards. CMES significantly enhances HSSP efforts and ensures quality Middle Eastern content by providing trained speakers and curriculum advising. Third, some K-14 outreach will be exclusively CMES-driven through discrete partnerships that arise through opportunity or as a result of individual inquiries (such as our membership in the Middle East Outreach Council for the Global Read Webinar Series).

In addition to teacher training activities, CMES's outreach commitments in the coming cycle encompass bilateral partnerships with universities as well as consortia agreements to support training in less commonly taught languages (LCTLs). This component will consist of opportunities for language lecturers to acquire pedagogical and proficiency assessment training and for students to attend summer language programs. Finally, to expand engagement with media and the general public, CMES will collaborate with a wide array of institutional partners, including the Arab Film Festival, KPFA radio station, and Golden Thread (theater) Productions to offer eclectic and topical ME programming. (See **Table 1** for details on proposed outreach).

Table 1—Timeline of Proposed CMES Outreach Activities, 2018-2022

| | |
|---|---|
| ORIAS Summer Institutes, K-12 teachers | Yr. 1-4: Four summer institutes for K-12 teachers to address the following themes: “Body and Identity,” “The World in Film,” “The Little Ice Age,” and “Propaganda.” [Competitive Priority 1] |
| ORIAS Reading Groups | Yr. 1-4: Two World History Readings Groups of K-12 teachers, in East Bay and San Francisco, meet five times/year each to discuss books with global studies themes [Competitive Priority 1] |
| HSSP Course Creation | Yr. 1-3: Create global history course outlines for 6 th , 7 th and 10 th grade classes, informed by the recently adopted California H-SS Framework. Yr. 4: Reformat Global History webpage. [Competitive Priority 1] |
| ORIAS-Hearst Museum collaboration, K-14 [Competitive Priority 1; 2] | Yr. 1-4: “How to Read an Object” leverages the Museum’s extensive collections and the expertise of ME specialists to provide teachers with specific strategies to use material culture; two workshops/year. |
| ORIAS-PFA collaboration, K-14 [Competitive Priority 1; 2] | Yr. 1-4: “How to Read a Film” leverages the resources of the Pacific Film Archive (PFA) to increase teachers’ understanding of regional cultures and histories through critical film viewing; two workshops/year. |
| ORIAS Summer Institutes, Community College | Yr. 1-4: Two-day institute each summer for community college instructors with six speakers presenting at each. [Competitive Priority 2] |
| Online Courses Creation, Community College | Yr. 1-2: Create two online courses in global studies for the California Community Colleges Online Education Initiative [Competitive Priority 2] |
| Middle East Outreach Council membership | Yr. 1-4: Fund Middle East Outreach Council membership to support the Global Read Webinar Series. [Competitive Priority 1] |
| Collaboration with postsecondary institutions to support language instruction and learning | Yr. 1-4: Online Kurmanji Kurdish (University of Arizona) Yr. 3: Language pedagogy workshop (University of Arizona) Yr. 1-4: Arabic training at Center for Arabic Study Abroad (Harvard) Yr. 1-4: Kurdish, Persian, Turkish (Central Asian Language Consortium) |
| KPFA Radio Internship | Yr. 1-4: Support MES197, a for-credit internship opportunity for undergraduate students who help create and produce the Pacifica Radio/KPFA program, “Voices of the Middle East and North Africa.” |
| Arab Film Festival | Yr. 1-4: Host Berkeley premiere of annual festival in Fall semester; acquire film rights for thematic series in Spring semester. |
| Golden Thread Productions | Yr. 1-4: Cosponsor two productions per year, part of the series “New Threads Staged Readings” and “ReOrient Festival of Short Plays.” |
| Outreach Marketing | Yr. 1-4: Website hosting fees & communications database subscriptions to maintain and update contact lists and regular mailings. |

A6. Travel: CMES requests support for Project Director and Associate Director to attend the Middle East Studies Association (MESA) annual meeting to represent the Center in an academic and outreach capacity, and for ORIAS Program Coordinator to attend the National Council for the Social Studies annual meeting to coordinate K-14 teacher training activities. This request represents less than one tenth of one percent of the total request, and a small but critical portion of what CMES spends annually in faculty, librarian, staff, and student travel.

A7. Library and Supplies: CMES requests funding for targeted digital and print acquisitions of sources in less commonly taught languages for the Middle East and Islamica collection of the UC Berkeley Library to help maintain its status as one of the preeminent Middle East collections in the world, as well as modest funding to replace aging audiovisual equipment and computers used to film, edit, stream, and digitally store CMES lectures and conferences, thereby maintaining a free online repository of educational resources.

A8. Evaluation: CMES plans to conduct five different evaluation activities: (i) an independent evaluation of all K-14 teacher training activities conducted over four years; (ii) a full-scale one-time external review in Year 2 of all CMES activities as they relate to faculty, students, and staff on campus; (iii) an independent evaluation of the Middle Eastern Studies curriculum at UC Berkeley as a whole (including the language program) conducted over four years; (iv) a pedagogical evaluation of new Colloquial Arabic courses; and (v) an evaluation of graduates' long-term career trajectories (see **section C4** for detail on all evaluation activities).

A9. Thematic Conferences, Workshops, and Series: Proposed conferences originate with CMES and/or affiliated faculty; administration will be carried out by CMES staff (**Table 2**).

| Table 2—Timeline of Proposed CMES Conferences, Series, & Workshops, 2018-2022 | |
|--|--|
| Interdisciplinary Lecture Series | Yr. 1-4: CMES hosts a lecture series every semester, typically comprising 14 lectures covering a plurality of ME countries/topics/perspectives. |
| Distinguished Visitor Series | Yr. 1-4: CMES hosts an eminent scholar every spring (1-2 weeks), nominated by UCB faculty, whose work fills an important gap on campus. Scholars teach a masterclass for graduate students, deliver public talks, and hold office hours. |
| MENA Salon | Yr. 1-4: CMES hosts a weekly discussion hour to encourage participation and informed debate among the general public (See section C2, 14-15 for detail). |
| Critical Arts in the Middle East Series | Spring 2019, 2020: To dovetail with the “Arts of Critique” campus-wide program, CMES will support ME artist visits. Students will develop podcasts and videos to be used in educational settings. [Faculty lead: Lenssen] |
| Judeo-Islamic Spaces symposium | Spring 2019: Scholars specializing in Jews of the Islamicate would convene to examine alternative approaches and frameworks to understanding Muslim-Jewish relations in the context of shared spaces. [Faculty Leads: Gottreich, Barkey, Katz] |
| Ecology in MENA, UC Student Conference | Spring 2020: CMES will convene a two-day UC-wide graduate student conference on the theme “Ecology in MENA: Environmental Imaginaries.” |
| Forced Migration and the Making of the Modern Middle East | Yr. 2-4: On the occasion of the centennial of the 1919-1923 peace agreements, CMES will host a 3-workshop series (Fall 2010, Spring 2021, and Fall 2021) culminating in an interdisciplinary conference (Spring 2022). [Lead: Philliou] |
| California Working Group on Jews in Maghrib and ME | Yr. 1-4: This biannual workshop shared by UCB and the University of Southern California brings together a West Coast-wide network of scholars to propose research and teaching activities on the topic across campuses. [Lead: Gottreich] |

A10. Long-Term Impact: The proposed activities are designed to have a long-term impact on UCB’s undergraduate, graduate, and professional training programs, and their outcomes. Our proposed instructional support is modest but crucial to the success of three new campus initiatives. First, funding Colloquial Arabic coincides with NES’s recent approval of this course towards the major/minor in Arabic, thus creating an opportunity to expand and institutionalize the Colloquial Arabic program at UCB—a goal that is also the target of our proposed evaluation activities (**section C4; 18**). Proficiency in Colloquial Arabic is a prerequisite for social science research and professional engagement in the region. Second, supporting Ottoman Turkish builds

on UCB's growing dedication to establishing a coherent Turkish & Ottoman Studies program, as evidenced by the recent hire with tenure of two historians (Philliou and Makdisi (pending)) and one sociologist (Barkey) in that field. Third, the two NRC-supported courses on contemporary politics in MENA will be housed in the new Global Studies major, which offers three tracks on which students may focus on the Middle East (or other world area): Global Development Studies, Global Peace and Conflict, and Global Societies and Cultures, all of which require four semesters of language study and several area studies courses. We anticipate that these new options will significantly increase the number of student concentrators in MENA, i.e., students who graduate with at least 20 units of ME-related courses. The NRC-funded courses will substantially enrich the MES academic program and thereby attract and retain new students.

CMES outreach programming has similarly been curated to have maximum impact by convening faculty and graduate students in sustained, public-facing, state-of-the-art collaborations. We are leading the effort by modeling an annual UC-wide ME graduate student conference, in the hope it will become a recurring event hosted by a different UC campus each year; and solidifying a network of specialists on Jews of the Islamicate world who are actively working beyond dominant frameworks to try to think differently about Jews and Muslims in new types of shared spaces (soundscapes, visual planes, etc.). The proposal is especially concerned with ensuring that teacher training activities have an observable and measurable positive impact. We propose to renew only teacher training activities that have received positive evaluations over the years, and to launch new initiatives based on an extensive needs-assessment of the constituencies involved. The proposal to create two online courses for community colleges was designed following 18 months of focus group discussions with community college instructors, whereby we determined that in order to best service community college education, we would

have to focus on the most pressing needs: developing the skills to design effective online courses (faculty need) and accessing courses with UC systemwide articulation (student need).

Beyond specific activities, NRC designation has two indirect yet critical long-term effects. First, CMES is able to leverage NRC status to procure complementary resources to expand the scope and size of activities as well as to sustain them without NRC funds. Second, the NRC mandate incentivizes diverse campus units to work collaboratively to establish formalized networks and best practices that persist beyond the lifespan of a funding cycle and, crucially, that encompass non-Title VI funded entities on campus. One such example is the establishment of the Professional Development Providers group on campus, which is comprised of 16 campus units that coordinate their activities with teachers, administrators, and school districts to provide professional development and organizational guidance. For an institution where the challenge of servicing 42,000 students can risk decentralized and duplicative efforts, the significance of incentivizing lasting structures for collaboration cannot be overstated.

B. QUALITY OF STAFF RESOURCES

B1a. Qualification of Teaching Faculty and Professional Staff: ME teaching staff consists of 59 ladder-rank faculty, 8 continuing lecturers with Security of Employment, and 29 lecturers with outstanding academic training (**Appendix A**). Faculty regularly win prizes for excellence in teaching, publish often and well, and are generally recognized as leading thinkers in area studies and within their respective disciplines. Among our faculty are winners of the MacArthur “genius” Fellowship (Mavroudi), the American Council of Learned Societies Fellowship (Esmeir), the Frederick Burkhardt Fellowship (Ahmed, Philliou), the National Humanities Center Fellowship (Fuller), and the Getty Fellowship (Lenssen). The Center’s 24 core (100%) ladder-rank faculty all have native or near-native proficiency in one or more ME languages,

possess extensive field experience, and have published prolifically in top journals. Affiliated faculty are associated with over 20 departments, giving Berkeley exceptional disciplinary coverage of the ME. The 25-75% ME-specialist ladder-rank faculty, who number 35, likewise span a wide variety of fields (e.g. Anthropology, Ethnic Studies, History, Music).

The Chair of CMES, Emily Gottreich, is Associate Adjunct Professor of History & Global Studies, Chair of the MES major, a past member of the Jewish Studies Faculty Committee, past President of the American Institute for Maghrib Studies, and past member of MESA's Committee on Academic Freedom. She holds an M.A. and Ph.D. from Harvard and a B.A. from UCB's own MES. Her publications include one authored and one co-edited ME-related book, with an additional book forthcoming. She specializes in Moroccan Jewish history with research interests spanning North Africa, Sephardic Studies, MENA historiography, and Islamic Urban Studies. She spent twelve years as Vice Chair of CMES before becoming Chair, acquiring vast institutional memory and knowledge (**Appendix A-25**). The Vice Chair of CMES, Julia Choucair-Vizoso, serves as coordinator for academic and outreach planning. She holds a Ph.D. in Political Science from Yale University and an M.A. in Arab Studies from Georgetown University. She specializes in the comparative politics of the Middle East, with emphasis on the Levant, and has prior experience in research administration (**Appendix A-13**).

B1b. Professional Development Opportunities for Faculty and Staff: CMES organizes four annual grant competitions from three endowed programs to provide funding for UCB faculty to present papers and attend conferences domestically and overseas. Other opportunities are available to faculty through regular sabbaticals, annual research funds, departmental mentoring programs, and fellowships at the Berkeley Language Center (which give language instructors one course release to focus on pedagogical curricular design). CMES staff are incentivized to

pursue continuous learning opportunities, encouraged to enroll in the Berkeley Staff Assembly Mentor Program, and can seek individualized and group training through the Career Development office. Faculty and staff receive release time to enroll in language and area studies courses; the CMES Administrative Coordinator is currently completing a business course.

B1c. Teaching, Supervision, and Advising: Teaching and advising students is the primary activity of faculty and academic staff. A normal teaching load at UCB is four courses per academic year for ladder-rank faculty, and six for lecturers. Faculty members meet regularly with students to help them plan their academic programs (**section H2**). Students in Global Studies receive regular advising services from the CMES Chair, who may match them with faculty advisors to serve as outside readers on senior theses. The CMES Undergraduate Apprentice Program offers between four and six undergraduate students per semester the opportunity to assist with research projects and curate ideas for Middle East programming.

B2a. Staffing and Oversight of Administration and Outreach Activities: The combined and complementary expertise of Gottreich and Choucair-Vizoso anchor all activities of CMES. Mary Matambanadzo, Administrative Coordinator (**Appendix A-38**), and Neil Gali, Administrative Associate (**Appendix A-22**), are well-versed in both the mission of CMES and the Title VI program as well as the administrative intricacies of the UC system. Their fluency in Arabic and Turkish, respectively, and experience in working in multicultural settings are assets to daily operations. Between two and three part-time Work Study students, usually MES majors or minors, provide project support and receive valuable professional training.

As an Organized Research Unit, CMES is overseen by the Office of the Vice Chancellor for Research (VCRO), which supervises budgetary planning and spending and progress on annual programmatic goals. The VCRO manages the rigorous process of director appointment

and reappointment, surveying all Middle East Studies faculty for their views on suitable candidates and, in case of reappointment, the effectiveness of the incumbent.

B2b. Staffing and Oversight from Departments, Professional Schools, and Library:

CMES's Faculty Advisory Committee consists of six faculty members from five departments, all of whom are 75-100% ME specialists. Its members are responsible for setting CMES programming goals and evaluating its achievements, and serving on individual CMES program committees, e.g. FLAS and Mellon. More than 50 faculty from 20 departments and professional schools are formally affiliated with CMES, and library staff is frequently consulted about future programming and acquisitions needs. The ME librarian holds weekly office hours at CMES and works with the Center to organize student orientations to the library's Middle East collections.

B3. Nondiscriminatory Hiring and Employment Practices: UC Berkeley is firmly committed to a policy of nondiscrimination, equal access, and diversity, and exceeds federal and state guidelines in this area (**GEPA Statement**). The university's Division of Equity & Inclusion, which maintains its own Vice Chancellor, seeks to improve the access, advancement, retention, graduation rates, research and professional opportunities, and campus climate for all groups. UCB ladder-rank faculty with a ME specialization currently include 26 women, representing 44% of total ladder-rank faculty, a 7% increase since 2010. The composition of CMES staff is 75% women (who occupy the top three positions) and 75% members of ethnic minority groups. Work Study employees in 2017-2018 comprised a total of three women from ethnic minority groups, one of whom is a community college transfer student.

C. IMPACT AND EVALUATION

C1. Activities and Training Program Impact: CMES has been central to the development of a leading program of Middle Eastern Studies (MES) at UC Berkeley, including an

undergraduate major and minor in MES—recently reorganized into the new Global Studies framework—and several formal graduate tracks. By CMES initiative and financial support, Kurmanji Kurdish was offered on campus for the first time in 2016, and has been offered continuously at the beginning and intermediate levels for the past two years. In addition, CMES has successfully advocated for faculty hires with ME specialization across campus: 10 new ladder rank faculty and a librarian who specialize in the region have joined UCB in only the last four years. CMES also has demonstrable impact on indices of student enrollments, graduate placement data, participation rates for events, and usage of Center resources, as summarized in **Table 3**. Of particular note is the fact that approximately 30% of ME concentrators (B.A.s with 20 units or more of Middle East-related courses) matriculate into advanced languages and area or international studies programs immediately after graduation. The most significant impact is evidenced by our graduate placement data, which is further discussed in **section C5 (20-21)**.

Table 3 – CMES Impact by the Numbers

| Graduate Placement (2015-2017) <i>(Additional information in section C5)</i> | | Attendance at CMES Events & Training Activities |
|--|---|--|
| B.A.s 29% Graduate study 7% K-12 teaching 6% Federal govt. 5% State or local govt. 4% International orgs. 15% Non-profit sector 34% Private sector | M.A.s & Ph.D.s 81% Higher Education 11% Private Sector 8% Nonprofits | Public Programming 70-80 events; 2,700 attendees/year Teacher training 3,600 7th graders reached, Islamic Empires lesson 65 Community College instructors/institute 66 88 K-12 teacher/institute ME Graduate Student Professional Development 3-4 activities/year; 67 attendees/year |
| ME Course Enrollments <i>(Additional information in sections D & H; Appendix C)</i> | | Use of CMES Resources |
| 2016-17 2,185 enrolled in ME non-language courses 683 enrolled in ME language courses 2014-17 271 ME concentrators awarded BAs 58 ME concentrators awarded graduate degrees | | CMES 3,551 social media followers 4,000-6,000 unique visitors to website/month 2,000+ readers of weekly bulletin 250,000 views of 111 talks posted on YouTube ORIAS 250,000+ unique pageviews/year 1,100+ readers of bi-weekly newsletter |

C2. National Needs/Dissemination of Information to the Public: CMES supports language courses and awards all its FLAS fellowships in LCTLs that have been deemed priority by the Secretary of Education in consultation with Federal agencies: Arabic, Hebrew, Persian, and Turkish. FLAS committees also give priority to students pursuing professional training or planning for government service. The research topics of the most recent cohort of FLAS recipients include development projects in Turkey, migration from the ME, and displaced populations' access to healthcare. CMES strongly encourages students to consider service in areas of need in the public, education, business, and nonprofit sectors (**section C5, 21-22**).

CMES carefully designs its programming to ensure that it reaches the widest possible audience, remaining clear and compelling for all while still reflecting faculty interests and advancing scholarly opportunities for students. Our public program includes over 70 events a year—with lectures, book launches, conferences, workshops, art exhibits, plays, and film screenings—all free and open to the public. CMES maintains open lines of communication with the public and media, fielding daily email and phone inquiries about the region, all of which are referred to a member of the faculty or staff. CMES often refers translation or consulting opportunities in the legal, business, or non-profit sectors to its affiliates. CMES is careful to partner with organizations and institutions that reach audiences that are not duplicated within the CMES core constituency (**section I3**). A weekly series, the MENA Salon, is explicitly geared toward encouraging participation and debate among the general public. Each week, two graduate students select a current events topic and related readings explicitly chosen for their diversity of viewpoints and accessibility to multiple audiences. Participants from the wider community participate in an informed, engaged, and accessible exchange of perspectives, which are invariably diverse, sometimes contentious, and always enlightening. Recent Salon topics include

“U.S. Intervention: End of an Era?”, “The Fate of the Iran Deal”, “Corruption in MENA”, “Mizrahi Communities in Israel”, and “Does Islam Need a Reformation?”. The Salon page receives the most hits on the CMES website and is a favorite among our constituents.

C3. Equal Access and Treatment: As a public university, UCB is committed to being a model of excellence and access. In 2017, 20% of the incoming freshman class were the first in their families to attend college, and 17% were members of underrepresented minorities (23% among transfer students). CMES mirrors the university’s commitment in relation to Middle Eastern studies. Of our Student Advisory Committee members, 57% are female, 72% identify as underrepresented minorities, 72% are first generation students, and 43% have transferred from community colleges. CMES also partners with multiple campus divisions devoted to equal access: in 2014, the Vice Chancellor for Equity and Inclusion awarded CMES a grant to expand access to historically underrepresented minority students; the Educational Opportunity Program helps recruit underrepresented applicants for FLAS and other grant opportunities; the Berkeley Language Center (BLC) provides state-of-the-art learning facilities and equipment to enable students with learning disabilities to take advantage of different learning technologies and media and become proficient in Middle East languages; the Disabled Students’ Program provides academic advising, academic accommodations, attendant referral, assistive technology, disability access services, disabled students grants, financial advising, housing services, priority enrollment, and a residence program. Immediate classroom services include note-takers, readers, sign language interpreters, real-time captioning, and alternative media and proctoring services.

To encourage participation beyond the UCB student body, many proposed CMES events are held in partnership with community organizations that serve minority and low-income constituents or with campus entities that are centrally concerned with overcoming the challenges

to equal access regionally and nationally, like the Center for Race and Gender or the Haas Institute for a Fair and Inclusive Society. Our teacher training programs reach out to historically underserved minority populations through our partner community colleges and Minority-Serving Institutions (MSIs) in California. To ensure that CMES events are accessible to all, we consult with Campus Access Services, which connects us with the resources, training, evaluative tools, and services that support equal access to students, staff, faculty, and visitors with disabilities to participate in university-sponsored programs or activities. In the coming cycle, we will work with the campus Web Accessibility team to test the CMES website regularly for accessibility.

C4. Evaluation Plan: Evaluation has been ongoing in different forms at CMES since its inception in 1963. CMES's 2018-22 evaluation plan entails the following five components that address the most relevant areas of programming:

(1) Evaluating Teacher Professional Development: CMES will join with eight other UCB area studies centers to implement a comprehensive evaluation of professional development activities for K-14 instructors. The evaluation will be conducted by Dr. Nancy Sato, an independent consultant with over 35 years of experience in education and 25 years of experience as an independent educational researcher and program evaluator, including for ED (**Appendix A-54**). Utilizing quantitative and qualitative data collection methods, the evaluation will provide formative feedback on teacher professional development activities annually, so that adjustments can be made for the next year to ensure timely improvements. It will include a final summative report with an overall assessment across the four-year grant period. Primary research methodologies will be survey questionnaires, observations, interviews, and document analysis (lesson plans and ideas). Participant survey evaluations will be collected at every workshop and Summer Institute presentation, along with follow-up teacher interviews and observations of

lesson implementation. Follow-up observations, interviews, focus groups, or questionnaires will be used to trace the impact of the workshops and presentations on actual classroom practice.

Where possible, teacher portfolios and case studies will be assembled to provide best practice models for future professional development activities. Survey questionnaires will elicit information on topics, delivery systems, content knowledge gained, and Summer Institute and workshop logistics, allowing us to align teachers' needs with program offerings to maximize their learning experiences and facilitate their curriculum development and teaching.

Observations and interviews will show how teachers are able to translate new content knowledge as well as research and lesson planning skills into their classrooms and professional lives.

Quantitative data will primarily serve as descriptive statistics: number of participants, data on workshop quality and effectiveness (re. content knowledge, lesson applicability, professional growth and understanding in the areas of international studies), number of teachers reporting growth in each of the above areas, and amount and kinds of changes in teachers' classrooms.

(2) External Review of CMES: In Year 2, CMES will invite reviewers from outside UCB to conduct a comprehensive, one-time evaluation of CMES's overall effectiveness, measured through faculty, administrators', staff, and students' responses in focus groups and individual interviews. Among the key areas of evaluation will be breadth and depth of programming, diversity of perspectives, and accessibility. The committee will be chaired by Amy Newhall, Associate Professor of Middle Eastern Art and Architecture at the University of Arizona, who was selected for her extensive administrative experience as Executive Director of MESA, her distinguished career, and her longtime affiliation with the Middle East NRC at the University of Arizona (**Appendix A-44**). Newhall will independently select the members of the review committee, and the committee as a whole will independently select faculty, students, and

administrators to interview. The committee will supply their findings and resulting recommendations to the CMES Chair and Vice Chair, CMES Faculty Advisory Committee, and the Vice Chancellor for Research—who will meet to assess CMES’s performance and devise a plan for instituting recommendations.

(3) Curricular Evaluation of Middle Eastern Studies: CMES has commissioned a multi-year review of the ME curriculum on campus as a whole, which will take place over the duration of the grant to assess the strength and representativeness of areas studies and language course offerings in relation to peer programs around the country. This evaluation will be conducted by Lucia Volk, Professor of International Relations at San Francisco State University, selected for her distinguished career in the field, experience building a Middle East and Islamic Studies program at her home institution (with an ED grant), and recognized craft in teaching Middle East Studies (she is a 2017 recipient of MESA’s Undergraduate Education Award) (**Appendix A-61**).

(4) Evaluation of Colloquial Arabic: Coinciding with the recent approval of Colloquial Arabic to count towards the Arabic major/minor, CMES will support a 4-year evaluation by the Berkeley Language Center and the Near Eastern Studies Department to ensure Colloquial Arabic courses are comparable across dialects, curricula, and instructors.

(5) Evaluation of Long-term Impact: In addition to the four external evaluations, CMES will conduct an internal evaluation based on independent, objective, quantifiable measures of impact. CMES will continue to monitor enrollments, student retention, and graduation rates in language and area studies programs, track use of CMES resources, and gauge audience interest in CMES programs. Additionally, CMES will launch a renewed effort to create better internal tools for evaluating long-term program success and, critically, student prospects and outcomes after leaving UCB. To date, CMES employment data has comprised a combination of annual email

outreach to recent graduates, which leads to self-reporting, as well as annual LinkedIn and other internet checks carried out by Center staff, with the results logged in a student tracking database. In the coming cycle CMES will make use of UCB employment statistics, seek guidance in best practices for extrapolating information from a sample, and build a tracking database. In addition, CMES will plan and execute a multidirectional employment study that collects data from ME programs at other institutions, government agencies, large businesses, and nonprofits, in addition to former students. The study will by its nature be both quantitative, e.g., drawn from UCB graduate employment data and data from the Federal Office of Personnel Management, and qualitative, i.e., reporting from companies, other MES programs, and student surveys. The resulting picture will guide the nature of future CMES programming. The evaluation will be carried out by the Vice Chair, who is well versed in social science quantitative and qualitative methodologies, with support from the administrative staff.

(6) How Recent Evaluations Have Been Used: CMES incorporates evaluation analysis into all strategic programming. The following two examples, drawn from the teacher training component of our activities, illustrate our method. In 2014, an analysis of ORIAS survey responses led us to pivot away from an approach that focused on the validity of the programs (i.e., “Do these programs fulfill a purpose?”), which has been determined in the affirmative over years of data, toward tracking and measuring the equitable distribution of the program (i.e., participants’ regional/gender/ethnic demographics), allowing us to identify areas of weakness and make specific recommendations to ORIAS for reaching a wider constituency. The existing survey instrument for measuring the impact of ORIAS programs and institutes was redesigned to capture the radius of outreach services in order to retain existing participants and attract new ones in secondary school settings throughout the region. ORIAS surveys were also used to

ascertain both the content that regional educators hope to incorporate into their classrooms, as well as the variety of training offered. In 2017, our evaluation of the Partnership for International Education with the Peralta Community College District (launched in 2014), revealed that we were beginning to fall short of participation targets, and that the partnership was not effectively assisting community college instructors in their teaching goals/curriculum development for global studies. In the next 18 months, ORIAS conducted a series of focus group meetings with instructors from different community colleges to engage them about the major shifts they perceived in the community college landscape and to research the most effective way to direct UCB resources to addressing pressing challenges. The proposed program, described in **Section A5**, bears the fruits of this engaged effort to recalibrate our approach.

C5. Post-Graduate Employment and Supply of Specialists: UCB's programs improve the national supply of ME specialists in terms of both quality and quantity. Qualitative evaluation has never been difficult when addressing our impact value; UCB has produced a host of distinguished scholars, diplomats, and innovators. The late U.S. Ambassador to Libya, Christopher Stevens, completed his undergraduate degree in History at UCB and then joined the Peace Corps in Morocco (incidentally, UCB produces more Peace Corps alumni than any other university). The current U.S. Ambassador to Tunisia and the current Director of Human Rights Watch's MENA division are likewise alumna. That said, quantitative demonstrations of impact are critical to determining program value. In recent years, CMES has dedicated more resources to finding quality metrics for impact, and plans to expand its efforts in this area (**section C4**).

Our record indicates that we have been overwhelmingly successful in terms of student outcomes. The majority of our students remain engaged with the region in a professional or academic capacity upon graduation. At least half of all MES undergraduates opt to pursue a

graduate degree after completing their B.A.; since 2015, they have been accepted to programs at Columbia, Duke, Georgetown, Harvard, Oxford, Northwestern, New York University, Tufts, University of Pennsylvania, University of Texas Austin, University of Toronto, and at other top-ranked institutions, in fields like Security Studies, Arab Studies, Middle Eastern Studies, and History. A large cohort has gone to law school. Most M.A. recipients received a degree en route to the Ph.D. Recent doctoral graduates have secured postdocs or professorships at Brown, Harvard, the New School, Portland State, Stanford, Tufts, UCB, University of Chicago, University of Pittsburgh, and University of Georgia, among others.

Among undergraduates, jobs of students who graduated between 2015 and 2017 include: Caseworker at International Rescue Committee in Los Angeles; Program Associate at International Relief and Development in Washington, DC; Associate at the California Academy of Sciences; Midshipman in US Navy; Development and Communications Associate at Center for Justice and Accountability in San Francisco; Health Educator for AmeriCorps at Berkeley High School; Program Support Coordinator at Orange County Asian Pacific Islander Community Alliance; Legislation and Public Policy Researcher at City and County of San Francisco; Critical Language Scholar at US Department of State; Military Legislative Assistant at Congressman Office in Washington, DC. Earlier graduates are now serving in a Middle East-related capacity in the U.S. Department of State, U.S. Department of Commerce, U.S. Agency for International Development, U.S. congressional offices, the Inter-Agency Task Force on Arab-Israel Issues, the Council on Foreign Relations, and the *New York Times*, among others.

CMES employs a variety of mechanisms to increase the number of Middle Eastern Studies students who advance into post-graduate employment, education, and training in areas of national need. Students receive comprehensive advising from CMES faculty, whose collective

experience covers academe, the professions, and government service. On campus, CMES liaises regularly with the U.S. Department of State's Diplomat in Residence, the Graduate Division, and the Career Center to organize informational sessions on careers in areas of need. In 2015-16, CMES established an Area Studies-focused Graduate Professional Development Program, which provides internships and professional skills training workshops. In 2016-17, we launched the Graduate Speaker Bureau to train graduate students to deliver talks to K-12 classrooms in the Bay Area, thus honing transferable public speaking skills while exploring careers in teaching. In 2017-18, we established a CMES Student Advisory Committee, tasked with establishing the first student-driven MES alumni outreach effort to connect students to professionals in the field. We also curate two undergraduate and graduate digests announcing weekly job opportunities. The coming cycle will introduce a collaboration with the Haas Business School to offer a series of events on business careers that require regional expertise.

D. COMMITMENT TO SUBJECT AREA

D1. Institutional Support for Center Operations: UC Berkeley has consistently offered training in Middle Eastern Studies for over a century, one of only a few American public institutions to do so. The Department of Near Eastern Studies (NES), founded in 1894, is among the oldest of its kind in the country; CMES was founded in 1963 to help lead the transition toward modern area studies and add a public outreach component to academic programs. Despite shrinking budgets—the State of California currently funds just 13 percent of UC Berkeley's overall operating budget—the university commits substantial resources to Middle Eastern Studies (see **Table 4**). Classified on campus as an Organized Research Unit, CMES was granted a regular, permanent line item in the UCB budget in the 1990s in order to partially fund its operation. The Office of the Vice Chancellor for Research provides budget and financial analysis

and strategic planning assistance, and an administrative unit within Campus Shared Services provides human resources support, computing services, website hosting, and data collection. Through a combination of central campus funds and CMES endowments, the university pays the entirety of salary and benefits for the CMES Chair and 50% of salary and benefits of CMES Staff, including the Vice Chair (Academic/Outreach Coordinator), Administrative Coordinator, Events Coordinator, Administrative Associate, and three Work Study student assistants.

| Table 4 - Estimated Annual Institutional Support for Middle Eastern Studies (based on 2016-17) | | | |
|---|--------------------|---|--------------------|
| Program Operation | | Linkages Abroad | |
| CMES salaries & benefits | \$385,155 | Salary/benefits, Berkeley Study Abroad office, 12% ME | \$168,039 |
| CMES Operations (UC overhead, including IT support, purchasing, etc.) | \$380,000 | Salary/benefits, Global Engagement Office, 12% ME | \$55,077 |
| Total Program Operation | \$765,155 | Total Linkages | \$213,116 |
| Support for ME Teaching Staff | | Support for Outreach | |
| ME Language faculty salary & benefits | \$2,869,300 | Salary & benefits, ORIAS Coordinator | \$95,565 |
| ME Non-language faculty salary & benefits | \$6,695,063 | Salary & benefits, HSSP staff | \$423,419 |
| Total Teaching | \$9,564,363 | Total Outreach | \$518,984 |
| Library Resources | | Support for Students | |
| ME Staff salaries | \$475,660 | CMES endowments | \$75,000 |
| ME Student salaries | \$28,990 | UCB aid for ME concentrators | \$3,338,000 |
| ME Acquisitions in ME languages | \$250,400 | Supplementary funds for FLAS recipients | \$129,218 |
| ME Acquisitions in non-ME languages | \$84,153 | Total Student Support | \$3,542,218 |
| Total Library | \$839,203 | | |

D2. Institutional Support for Teaching Staff: Faculty and other teaching salaries account for the largest financial contribution by the university to MES. This includes salaries and benefits for 59 ladder-rank ME-related professors, 37 lecturers (8 with Security of Employment), and around 16 part-time Graduate Student Instructors (GSIs) at any given time, at an average annual salary of \$121,070 for ladder-rank faculty or \$76,519 for lecturers (**Appendix A**). All GSIs

receive pedagogy training at the GSI Teaching and Resource Center, an academic unit within the Graduate Division that prepares graduate students in all disciplines for careers in teaching.

D3. Institutional Support for Library Resources: The university subsidizes Middle East-related library resources through annual allocations for book and journal acquisitions in Arabic, Hebrew, Persian, and Turkish, as well as minority languages of the region, and broader Judaica (detail in **section E**). In 2016-17, the Library's total Middle East and Judaica acquisitions budget was close to \$335,000 for monographs and serials. The university covers the salaries and benefits of a Middle East/Islamica librarian and a Judaica librarian, three Middle East cataloguers, and part-time student staff with fluency in ME languages (**Table 4, 23**).

D4. Institutional Support for Linkages Abroad: The Berkeley Study Abroad office employs a staff of 15, who together serve 2,000-5,000 students per year. Between 2012 and 2018, the UC Education Abroad Program maintained formal student exchange programs in Egypt (American University in Cairo), Israel (Ben Gurion University of the Negev, Israel Institute of Technology, Hebrew University), Jordan (the Council on International Educational Exchange (CIEE), Amman), Morocco (CIEE Rabat), and Turkey (Bilkent, Boğaziçi, and Koç universities) (**section H2**). The University's Global Engagement Office, led by the Vice Provost/Senior International Officer, maintains campus-wide Memoranda of Understanding with 157 institutions in 43 countries—including the American University of Beirut, Kuwait University, Jordan's Royal Scientific Society, Effat University in Saudi Arabia, and the United Arab Emirates (UAE) University—typically characterized by agreements that facilitate the exchange of faculty, graduate and undergraduate students, and/or researchers for periods of up to one academic year. In addition, several departments and professional schools have their own agreements with institutions in MENA. At the Business School, the AMENA (Asia, Middle East,

and North Africa) Center for Entrepreneurship and Development connects startups based in MENA with UCB students to devise innovative solutions to business challenges. The Berkeley Global Science Institute, led by CMES faculty affiliate and world-renowned chemist Omar Yaghi, has set up partner labs in Saudi Arabia, Jordan, and the UAE. Through the Stevens Global Ambassadors project, CMES has implemented four separate virtual exchange programs since 2016 with seven partner institutions in Egypt, Iraq, Lebanon, and Morocco, providing more than 200 UCB students opportunities to engage with nearly 230 students across MENA through synchronous and asynchronous courses and peer learning. Highlights included a synchronous classroom-to-classroom exchange that allowed UCB students to explore questions of gender and Islam alongside students at Al Akhawayn University in Morocco (Fall 2016).

D5. Institutional Support for Center Outreach Activities: The University commits to K-12 and community college outreach by covering the majority of costs associated with the campus units CMES collaborates with: ORIAS and HSSP (**section A5**). The VCRO funds the salary and benefits of the ORIAS Outreach Coordinator, Shane Carter (**Table 4; Appendix A-12**), and UCB NRCs jointly sponsor ORIAS, with each contributing additional funds to support outreach specific to its respective world area. UCB supports four full-time staff in the HSSP office.

D6. Institutional Support for Qualified Students: CMES holds several endowments earmarked for graduate and undergraduate student support in the form of travel, research support, and prizes for outstanding work, with approximately 25 awards distributed each year. The Graduate Division supports FLAS recipients by topping off registration fees and tuition for Academic Year graduate student fellows and providing nonresident supplemental tuition for entering doctoral degree students. The UC system is a leader among institutions in providing financial support to students. Two-thirds of all UC Berkeley undergraduates receive some form

of financial aid; 32% pay no tuition of any kind as Pell Grant recipients, making UC Berkeley an outlier among the nation’s 500 most selective colleges. Despite the high cost of living in the Bay Area, UC Berkeley students graduate with less debt than students at any other public 4-year institution or at any private institution: in 2014-15, the average loan debt of a UCB student was \$18,012; 47% of students graduated with no debt at all. Most doctoral students are funded through a combination of multi-year campus fellowships, departmental funds, and teaching or research assistant packages. In 2014, the “Campaign for Berkeley” increased the number of existing endowed graduate fellowships by 84%. Only 6% of doctoral students take out student loans. Graduate students also benefit from an infrastructure designed to support their applications to federal agencies and private foundations; UC Berkeley is consistently among the top producers of Fulbright Fellows and National Science Foundation Fellows.

E. STRENGTH OF LIBRARY

E1. Holdings and Institutional Support: The UC

Berkeley Library ranks among the top five public research libraries in the United States and among the top ten research libraries in North America according to the Association of Research Libraries. UCB Library has outstanding Middle East coverage, divided between the

| Table 5 – Library Holdings in Middle Eastern Studies | | | |
|---|--------|---------|--------|
| Arabic | 98,527 | English | 73,984 |
| Hebrew | 45,710 | French | 14,863 |
| Turkish | 18,150 | German | 12,068 |
| Persian | 14,696 | Russian | 6,240 |
| Yiddish | 4,075 | Spanish | 2,188 |

Middle East/Islamic and Judaic/Yiddish/Israel (Judaica) collections, which include materials acquired over more than a century of purchases, exchanges, and gifts. As of 2018, the total number of items in these collections is estimated between 315,000 and 320,000 monographs and active serial subscriptions, with Arabic, Hebrew, Persian, and Turkish among the top languages represented in these collections (**Table 5**).

The Middle East and Islamic Studies collection is managed by Dr. Mohamed Hamed, who is supported by two full-time catalogers and three part-time student catalogers who are native speakers of Arabic, Hebrew, Persian, and Turkish. As one of the top Middle East collections in the United States, it encompasses all aspects of Middle East and Islamic Studies, with a focus ME history (modern and ancient), literature, religion, politics, and sociology. With the growing interest in electronic publishing in ME languages, the Library has acquired subscriptions to databases in ME languages such as *NoorMags* and *Al-Manhal*, as well as Early Arabic Print and MultiData news databases of thousands of Arabic and Persian scholarly articles, academic journals, and electronic books and news sources. The collection also supports the acquisition of rare materials for the Middle East collections at Bancroft Library, which houses the world-renowned Egyptian papyri collection at the Center for the Tebtunis Papyri.

The Judaica Collection is headed by Dr. Ruth Haber, who supervises a full-time cataloger to process all materials in Hebrew, Yiddish, and languages using Hebrew script. Deep and wide-ranging, the Judaica collection exemplifies the interdisciplinary scope of modern Jewish Studies, with substantial holdings in Hebrew and Yiddish Literature, Rabbinic Literature (Mishnah, Talmud, Midrash), Jewish History, Biblical Studies, and a vast and ever-growing collection of modern Israeli publications. The collection also features rare and special collections, held in UCB's Bancroft Library. Most recently added was a unique collection of Judeo-Arabic, French and Hebrew works published in Tunisia.

In 2016-17, the Library's total Middle East and Judaica acquisitions budget was close to \$335,000 for both monographs and serials. In addition, the Library's budget for salaries and benefits of staff and students in both areas was over \$500,000 (**Table 4**). CMES supplements the

library's Middle East budget in response to discrete requests for supplemental acquisitions and special-purchase travel to maintain strong connections with regional suppliers.

E2. Access to Other Libraries and Outside Access to Library Holdings: The UC Berkeley Library itself comprises 25 campus libraries and is in turn part of the University of California Libraries which encompasses 100 libraries across ten campuses, 40 million print items, 30 million digitized items, and 72,000 electronic serials licensed centrally. The UCB catalog is online, contains numerous databases, and permits remote access. In addition, UCB faculty, academic staff and graduate students can borrow directly from the Stanford University Library using the Research Library Cooperative Program. The UCB library is also a member of the California-based Middle East Collection Development Consortium, which coordinates acquisitions, arranges for duplicate exchange, and negotiates with the vendors of serials. The UCB library system participates in national and international library associations, exchanges, and cooperative agreements, including the Middle East Librarians Association and the Association of Jewish Libraries. The University has publication-exchange agreements with a number of institutions in the Middle East, and is a member of the Center for Research Libraries and the Middle East Microform Project.

UCB Library's materials are available on free loan to faculty, staff, and students within the University of California system and Stanford University, and outside the system through interlibrary loan. In addition, the Library is a net lender in resource sharing with other libraries (loaning both nationally and internationally). UCB's libraries are readily accessible to visitors. All stacks are either open or can be used with courtesy day-passes. Moreover, rare materials and collections held at the Bancroft Library may be accessed by any community member or visitor.

F. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

F1. Quality and Extent of Courses across Disciplines and Professional Schools:

MES courses are increasingly well represented across the range of disciplines, departments, and programs at UCB. In 2016-17, there were 1,943 undergraduates and 242 graduate students enrolled in ME-related non-language courses (**Appendix C**). Students had 124 different ME-related topical courses to choose from, offered in 35 disciplines (this figure excludes Dissertation, Directed, or Individual Study). Fully 99 of these were core courses, i.e., those with 100% ME-related content taught by specialists in the field. MES faculty regularly win prizes for excellence in teaching, including the Phi Beta Kappa Excellence in Teaching Award (Gottreich), and the Berkeley Distinguished Teaching Award, UCB's highest honor for teaching (Faruqui).

The Middle East figures prominently in the course offerings of UCB's professional schools. The College of Environmental Design (which includes the Departments of Architecture and City and Regional Planning) houses two specialists in Middle Eastern design, geography, urban development, and urban history (AlSayyad, Turan). Faculty in the College of Engineering conduct research on the ME and use ME case material in their classes (Kanafani, Mosalam). The School of Journalism maintains consistent coverage of the ME through its Program in International Reporting, offering semi-regular seminars on the Arab-Israeli conflict (McGirk), the war in Iraq (Danner), and sponsoring conferences and hosting journalists from regional news organizations. The Boalt School of Law offers a regular course on Jewish Law (Bamberger), and the Berkeley Institute for Jewish Law and Israel Studies, housed within the School of Law, sponsors a growing array of classes on legal, ecological, and policy issues in the Middle East (see *Legal Studies* in **Appendix C-25**). The Masters in Development Practice offers regular courses on water disputes and on financial innovation, and starting in Fall 2018 will offer a

virtual exchange course on Global Health and Conflict in MENA, designed by CMES in partnership with the American University of Beirut and UC San Francisco.

F2. Interdisciplinary Courses: Interdisciplinarity is one of Berkeley's great strengths. It has been amplified in the new Global Studies major, which offers ME-focused tracks in Global Development, Global Societies and Cultures, and Global Peace and Conflict. An interdisciplinary approach to the ME can also be pursued via the Political Economy, Gender and Women's Studies, Religion, and City and Regional Planning majors. NES is also interdisciplinary within a limited scope. CMES supports the interdisciplinary study of the ME throughout campus, especially within the IAS Academic Program that hosts Global Studies.

F3a. Non-Language Faculty: Regular teaching faculty at UCB who devote 25-100% of their time to non-language teaching, advising and conducting research on topics related to the ME currently number 63 (**Appendix A**). Our regular faculty are supplemented by a sizeable group of visiting scholars and lecturers, specializing in a variety of ME-related topics. Meanwhile, the University's permanent ME faculty continues to expand. During the past four years, nine new ladder-rank faculty whose work substantially relates to the Middle East and North Africa were hired in Arabic Literature (Diab), Architecture (Turan), Art History (Lensen), Art Practice (Kazmi), History (Hall, Katz, Philliou), Near Eastern Studies (Meerkhan), and Sociology (Barkey). A senior faculty hire is in process within the Department of History.

F3b. Pedagogical Training for Teaching Assistants: UCB is one of the few universities that has a comprehensive policy on Graduate Student Instructor (GSI) mentoring and training, an initiative of the Graduate Council of the Academic Senate. The policy mandates that all first-time GSIs attend the Teaching Conference (offered every semester), complete an online Ethics Course, and enroll in a 300-level pedagogy course in their discipline—all organized by the GSI

Teaching and Resource Center, an academic unit within the Graduate Division. GSIs can also complete the UC Berkeley Certificate Program in Teaching and Learning in Higher Education, which supplements the three mandatory requirements with participation in workshops on teaching, teaching observation, and the creation of a teaching portfolio. Faculty mentorships of GSIs is also crucial; GSIs plan and conduct discussion sections and develop instructional material and examinations with the close guidance of faculty.

F4. Depth of Course Coverage Available in the Humanities and Social Sciences:

Humanities and Social Science departments at UCB are rich in course offerings related to the Middle East. IAS, which houses the Global Studies major with its three ME tracks, has experts on North Africa (Gottreich) and Middle Eastern politics (Bartu). The Department of Near Eastern Studies (NES), with 25 faculty members, covers Middle Eastern civilization from the earliest periods to today, with special attention to Islam, Judaism, and the languages and literatures of the ancient and modern Middle East (e.g. Ahmadi, Ahmed, Boyarin, Larkin, Porter, Redmount, Rochberg, Veldhuis). Outside of NES, the Department of Anthropology is home to the largest number of faculty specializing in ME-related topics (Ferme,

| Department | Course |
|--------------------------|---|
| Anthropology | Anthropology of the Middle East and Islam |
| Gender & Women’s Studies | Women in the Muslim and Arab Worlds |
| Global Studies | Political Transition in MENA |
| History | The Emergence of the Modern Middle East |
| History of Art | Middle East Conceptualisms |
| IAS | U.S. Foreign Policy in the Middle East |
| Journalism | Israel and the Palestinian Territories |
| Law | Jewish Law |
| Legal Studies | Law and Society in Iran |
| MES | Scope and Methods of Research in MES |
| NES | Arabic Literature in Translation |
| Political Science | War in the Middle East |

Hirschkind, Maher, Nader, Pandolfo, Rabinow), working on such topics as fundamentalism, gender, soundscapes, and the body, and covering much of the Arab and Islamic world. The Department of History has long provided excellent coverage of the modern Middle East, medieval Islam, North Africa, the Ottoman Empire, Armenia, and Zionism/Israel (Astourian, Efron, Gottreich, Mavroudi). In a sign of its growing dedication to covering the Middle East, it recently made three hires with tenure: Muslim intellectual history in North Africa (Hall), Jewish history in colonial Algeria (Katz), and the political and social history of the Ottoman Empire and modern Turkey (Philliou).

The Department of Gender and Women's Studies has regular ME offerings (Bacchetta Moallem). In addition, faculty in the Departments of French, German, Italian, and Ethnic Studies offer ME-related courses (Tlatli, Gokturk, Fuller, Feldman, Bazian), including "Configurations of Crisis: The War of Independence in Algeria" (in French). The Department of Political Science offers regular courses on the comparative politics of ME regimes (Chaudhry, Monshipouri) and issues of religious space and political conflict (Hassner), and hosts visiting lecturers on topical issues, most recently on Arab-Palestinian society in Israel (Zeedan) and the political economy of Israel (Shalev). The Department of Sociology offers courses on the sociology of religion (Barkey) and populist movements in Turkey and elsewhere (Tugal). Faculty in the Department of Rhetoric cover legal, religious, and political thought in the Middle East (Boyarin, Esmeir).

G. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

G1. Extent of Instruction in ME Languages & Enrollment: Language instruction lies at the heart of UCB's ME curriculum; degree programs are built upon the premise that language skills are the only foundation for true area expertise. All formal ME-related degree programs, i.e., the undergraduate majors in GS and NES, and the graduate programs in IAS/GS, NES, and

History, have a mandatory language component. The GS and NES majors require proficiency equivalent to four college-level semesters, though students typically exceed that requirement or complement it with the study of a second ME language. Ph.D. programs require proficiency through the advanced level in more than one language of the Middle East. Arabic, Hebrew, Persian, and Turkish have been regularly taught at UCB for decades; on-demand instruction is available in other area languages contingent upon funding and student interest, e.g., Colloquial Arabic dialects, Ottoman Turkish, Armenian, Kurdish, and Turkic and Persian variants. The hiring of new language staff, pedagogical training, and curriculum development are supported by CMES, the Department of Near Eastern Studies, and the Berkeley Language Center (**section G3**). Title VI funds allow CMES to boost existing curricula by incorporating new less-commonly taught languages into the curriculum, offering FLAS fellowships to train students, and providing additional evaluation of the language curriculum.

In 2016-2017, modern Middle Eastern language enrollments were high, totaling 629 students in 64 classes (**Table 7**). Nonetheless, class size is intentionally kept small, with an average of 10

| 2016-17 | Arabic | Persian | Hebrew | Turkish | Total |
|--|--------|---------|--------|---------|------------|
| Enroll. | 360 | 145 | 76 | 36 | 629 |
| Table 7 – Middle Eastern Language Enrollments | | | | | |

students per course, and never more than 20. Arabic is the Middle Eastern language with the highest student enrollment: 360 students in 35 classes during the 2016-17 academic year. While the focus is on Modern Standard Arabic (MSA), NES also offers Colloquial Arabic classes and classes on Arabic Literature (Diab, Larkin), Qur’anic/classical Arabic (Hayes) and historical Arabic texts (Hayes). Persian has the second-highest enrollment among ME languages at UCB, and among the highest at any U.S. university: 145 students in 11 courses in 2016-17. In addition to standard Persian language instruction, courses taught in Persian language include Classical

Persian Texts (Ahmadi), Contemporary Persian Literature (Ahmadi), Iranian Film (Pirnazar), and Reading and Composition for Persian Speakers (Pirnazar), the latter designed specifically for heritage speakers. Hebrew language courses had a total enrollment of 76 students in 11 classes in 2016-17, and also included advanced courses such as Writing Gender in Modern Hebrew Literature (Kronfeld). Biblical Hebrew and Aramaic are also offered in NES, along with an array of Semitic and other ME languages (Boyarin, Hayes, Hendel).

G2. Level and Breadth of Instruction Offered: Typically, the four main modern Middle Eastern languages are offered at the beginning, intermediate, and advanced levels. Upon obtaining advanced proficiency, students are directed toward reading primary sources or conducting substantive fieldwork in local languages. Upper-division and graduate courses are regularly offered on Arabic, Turkish, Persian, and Hebrew primary sources. UCB students also have the opportunity to sharpen skills through upper-division and graduate lecture and seminar content-based courses, which include disciplines other than language, linguistics, and literature, such as religious studies, philosophy, art, and film (**Table 8**).

| Table 8 – Sample of Advanced Language Courses | |
|--|---|
| Language | Language, Linguistics, Literature Courses |
| Arabic | Philological Analysis of Egyptian Texts; Narrating Self and Other in Modern Arabic Literature; Utopian and Dystopian Texts in Arabic Literature |
| Hebrew | Perspectives on Statehood Generation Poetry; Contemporary Moment in Hebrew Literature; Writing Gender in Modern Hebrew Literature |
| Persian | Classical Persian Poetry; Classical Persian Prose; Contemporary Persian Literature |
| Turkish | Readings in Modern Turkish |
| Language | Other Content-Based Courses |
| Arabic | Arabic Historical and Geographical Texts; Arabic Islamic and Philosophical Texts |
| Hebrew | Israeli Cinema; Hebrew Modernism and the Law of the Father |
| Persian | Film and Fiction in Iran |

As part of its proposed curricular evaluation (**section C4, 18**), CMES seeks to create new linkages between the ME language program and the professional schools, so that students concentrating on ME-related topics outside of the humanities and social sciences will have access to language courses or tutorial opportunities that address their particular field, e.g., business, public health, or journalism.

G3. Language Faculty and Pedagogy Training: UCB has language instructors at all levels, with a high proportion of tenured faculty and Continuing Lecturers—an academic classification that retains official Security of Employment, similar to tenure, and commands a salary range that at its high end is equivalent to that of a tenured full Professor. ME faculty include seven tenured professors who teach language courses (Ahmadi, Hendel, Kronfeld, Larkin, Rochberg, Veldhuis), one tenure-track professor (Diab), 17 lecturers (six of whom are Continuing Lecturers and three who are on track to achieve that designation), and six part-time Teaching Assistants/Graduate Student Instructors. Each of the four ME core language programs has a dedicated coordinator (Adler, Elmahdy, Mirsharifi, Vivrette).

Language instructors hired by UCB exhibit a high baseline of training (**Appendix A**). All language coordinators collect standardized semesterly performance-based student evaluations to discuss with individual instructors and identify general trends that can be shared with the team of instructors. Elsa Elmahdy, the Arabic coordinator, observes and evaluates each instructor and section once a semester, and meets weekly with instructors of elementary and intermediate Arabic. Courses in the remaining languages are typically taught by the coordinator him/herself. Since 1994, pedagogical support for all language instructors at UCB has been provided by the Berkeley Language Center (BLC). BLC offers monthly workshops, methods courses, fellowships, individual guidance for teacher projects, and direct consultation with language

departments and coordinators. BLC frequently holds professional development workshops on pedagogy and evaluation, focusing on topics like American Council on the Teaching of Foreign Language (ACTFL) evaluations and the latest best practices in language pedagogy. In recent years, it has supported seven ME language lecturers to present papers at conferences, and granted Dr. Deniz Ekici a fellowship to develop online instruction of beginner and intermediate Kurdish. CMES supports NES language instructors to attend annual pedagogy workshops.

G4. Adequacy of Resources and Language Proficiency Requirements: Programs in the four main modern ME languages at UCB emphasize performance-based instruction and the development of listening, speaking, reading, and writing skills. Students at the beginning and intermediate levels receive five contact hours of instruction per week; students at the advanced levels and non-language electives receive between three and five. BLC maintains a rich resource library of language teaching books, periodicals, and videos, and offers webcasts of foreign language media. In addition, individual language coordinators create and maintain their own tools: the Hebrew Coordinator has developed a computer software program called "Zeh Mah Yesh" ("that's it") for learning Hebrew at all three levels through self-paced games, tutorials, a flash-card module, and quizzes; the Turkish language coordinator, has presented internationally and to BLC workshops on the use of film clips in language instruction at the advanced level, in both Turkish and Arabic. CMES launched a language-based virtual exchange whereby UCB students studying Arabic and/or Kurdish are individually matched with English-language learners at institutions in MENA. ME language instructors perform mock Oral Proficiency Interviews (OPIs) to test oral proficiency both before the midterm and final exams each semester. Observations about student progress are generally made according to the ACTFL scale; however, this determination is to some extent contingent on individual instructors'

methods—UCB has its own standard of language proficiency requirements in which language lecturers and students are assessed by department chairs, with a goal of being able to engage with primary sources and living interlocutors. All FLAS recipients receive competency-based online reading, listening, and speaking tests based on ACTFL standards.

H. QUALITY OF CURRICULUM DESIGN

H1a. Undergraduate Instruction Incorporated into Degree Programs: UCB offers four undergraduate degree programs devoted specifically to the study of the Middle East: the major and minor programs in Global Studies (GS) and Near Eastern Studies (NES), both of which feature an honors track. Between 2014 and 2017, 22.5% of Middle East concentrators were awarded a B.A. in Middle Eastern Studies or NES (a total of 61 students); the remaining 210 concentrators, some of whom minored in MES or NES, came from 58 other departments, including Anthropology, Political Science, and disparate majors within IAS (**Table 9**).

| Major | 2016-17 | 2015-16 | 2014-15 |
|----------------------------|-----------------|---------------|-----------|
| Anthropology | 6 | 9 | 8 |
| Biology | 9 | 7 | 3 |
| Business/Economics | 6 | 2 | 4 |
| History | 3 | 7 | 4 |
| Middle Eastern Studies | 5 [&5 minors] | 6 | 6 |
| Near Eastern Studies | 15 [& 8 minors] | 14 [5 minors] | 15 |
| Peace and Conflict Studies | 7 | 6 | 3 |
| Political Economy | 6 | 9 | 8 |
| Political Science | 9 | 10 | 8 |
| Other Departments | 21 | 30 | 25 |
| Total | 87 | 100 | 84 |

Table 9 – Middle East Concentrators Awarded B.A.s

The new Global Studies major requires students to choose one of three concentrations (Global Development, Global Peace and Conflict, or Global Societies and Cultures) and one of five geographic regions (Middle East, Asia, Africa, Europe/Russia, or the Americas). This structure allows students the opportunity to connect ME regional specialization to language training as it relates to larger questions that arise from global interaction. In addition, the major requires training in critical thinking, that is how to study a particular problem—development, peace and conflict, culture—in a consistent and rigorous way. The MES major, the predecessor to the Global Studies major, that will be graduating students into the coming cycle, is the only major in IAS requiring a thesis based on original research; honors theses require original research in a Middle Eastern language. In 2017, five students graduated with a B.A. in MES. The proposed course funding in GS will encourage more students to study the ME in coming years.

The Department of Near Eastern Studies (NES) offers three undergraduate major tracks: Near Eastern Languages and Literatures (with emphases in Arabic, Hebrew, Egyptology, and Persian); Near Eastern Civilizations (with an emphasis in Islamic Studies); and Ancient Egyptian and Near Eastern Art and Archaeology. It also offers five minor tracks designed for students majoring in other subjects, but who have a strong interest in Arabic, Hebrew, Persian, Turkish, or Ancient Egyptian and Near Eastern Civilizations. In contrast to the GS major, the NES major emphasizes course offerings on the ancient, classical, and pre-modern Middle East, although it also includes courses on the modern Middle East and many NES undergraduates specialize in modern ME languages and literatures. In 2017, 15 students graduated with a B.A. in NES.

H1b. Undergraduate Degree Requirements:

Requirements for the undergraduate degree in Global Studies were developed over the course of several years of meticulous planning. They are designed to achieve both a body of

knowledge about the ME in its global context and a useable set of research skills applicable to government service, international careers, or graduate or professional school. The requirements include: two gateway courses; Intro to Statistics; Intro to Economics; a minimum of two years of Middle Eastern language study (Arabic, Turkish, Persian, or Hebrew); three core courses in the history, politics, and cultures of the ME; two thematically-linked courses in the same disciplinary area to provide disciplinary depth; and a critical thinking/methodology course. Students have the option to write a senior thesis or pursue a capstone project. (The final cohort of seniors in the MES major are required to).

The major is designed to enable students to develop expertise in a particular issue or topic within the field of MES, gain proficiency in at least one modern Middle Eastern language, and become familiar with interdisciplinary methodologies and approaches. The required courses broadly cover the geographic region encompassing the Arab world, Turkey, Iran, and Israel. They also cover the basic tenets of Islam, its historical development, and its relationship to sects and minority religions. Electives are offered across departments: courses include “Public Space in Middle Eastern Societies” (City Planning); “American Foreign Policy in the Middle East” (MES); “The Middle East and Islam” (Anthropology); and “Women in the Arab and Muslim Worlds” (Gender and Women’s Studies).

The program in NES has similar requirements tailored to the study of languages, literature, and civilizations. NES 10 Introduction to the Near East, which surveys the Near and Middle East from ancient through modern times, is required for all majors in the Department. Students must also take two years of lower-division language courses, six advanced language courses, and two lecture courses. All courses used to meet upper-division major requirements must be at least 3 units and taken for a grade.

H2. Student Advising:

Academic advising is provided by the individual departments or professional schools. All graduate students are assigned individual faculty advisors. The Career Center and the Division of Student Affairs offer academic counseling and career advising and information about specific graduate programs and internships. Students also receive comprehensive advising from CMES faculty, whose collective experience covers academe, the professions, and government service, and from the CMES Chair and Vice Chair through regular, open office hours. CMES liaises regularly with the Graduate Division and the Career Center to organize informational sessions on careers in MES.

H3a. Training Options for Graduate Students:

Between 2015 and 2017, the University awarded graduate degrees to 58 students focusing on ME-related topics (**Table 10**). Graduate programs with formal tracks in MES include Near Eastern Studies (NES), History, and International and Area Studies (IAS). In addition to the Ph.D. in NES, the Department of Near Eastern Studies offers eight specialized M.A. degrees. The Department of History offers an M.A. and a Ph.D. with a formal track in the History of the Middle East. The new M.A. in Global Studies (GS) is a stand-alone program that allows students to pursue a year of

| Graduate Degrees | Department/School |
|------------------|-----------------------------------|
| 1 | Agricultural & Resource Economics |
| 10 | Anthropology |
| 6 | Architecture |
| 6 | City Planning |
| 1 | Civil Engineering |
| 2 | Comparative Literature |
| 11 | Near Eastern Studies |
| 2 | History |
| 1 | International Studies |
| 6 | Jewish Studies |
| 2 | Sociology |
| 1 | Political Science |
| 1 | Journalism |
| 3 | Law |
| 5 | Other |
| 58 | Total |

Table 10– Middle East Concentrators Awarded Graduate Degrees; 2015-2017

advanced training in Global Studies of the Middle East or other world area with a focus on social science methodologies. (It replaces the M.A. in IAS, which was limited to students already matriculated in one of Berkeley's professional schools or academic graduate programs who extended their studies by one or two years for supplemental area studies training). In addition to these formal tracks, UCB has sufficient faculty expertise and course content related to the Middle East that Ph.D. students in Anthropology, Architecture, Art History, City and Regional Planning, Comparative Literature, French, Gender and Women's Studies, Rhetoric, Sociology, and other departments regularly complete doctorate degrees with a significant Middle Eastern focus. In a testament to the breadth of disciplinary coverage of the ME at UCB, 6 graduate students and 5 faculty from 7 different departments presented papers at the annual conference of the Middle East Studies Association in 2017.

H3b. Graduate Degree Requirements:

Given the high national rankings of graduate programs at UCB, competition for entry is fierce. Students arrive well-prepared and advance quickly to high levels of scholarship. The graduate curriculum coordinated by the various degree programs, particularly the MA program in Global Studies, serves not only to train specialists with an in-depth knowledge of the ME, but also to endow professionals whose careers require familiarity with Middle Eastern affairs and languages with the necessary skills. CMES contributes to the success of UCB's graduate students by supporting disciplinary and interdisciplinary graduate seminars and workshops, area studies courses, language courses, lecture series, and travel and research for individuals.

Prior to the dissertation, the Ph.D. in NES requires (1) graduate level coursework; (2) reading examinations in French and German (proficiency in another language may be substituted); (3) proficiency in one or two Near Eastern languages; (4) fieldwork for art history

and archaeology students; (5) written and oral qualifying examinations. The M.A. in NES includes tracks in Language and Literature and Archaeology and Art History, both of which require at least (1) 24 units of coursework; (2) three semesters of work in a Near Eastern language other than the student's major language; (3) two scholarly papers written independently or in connection with coursework; (4) written M.A. examinations. UCB's Ph.D. degree program in History, ranked fourth in the world, is famously rigorous. Prior to the dissertation, the Ph.D. in History, Middle East track typically requires that students master at least two Middle Eastern languages. Additional requirements include (1) two graduate courses per semester; (2) third-semester examinations; and (3) oral qualifying examinations. The requirements of the M.A. in Global Studies Middle East track are (1) two GS proseminars; (2) two social science courses; (3) two area studies courses; and (4) a comprehensive examination, with both written and oral components, requiring a synthesis of material from student coursework and is directed by a three-faculty committee.

H4. Research/Training Programs Abroad & Study Abroad at Other Institutions:

UC Berkeley students have multiple opportunities to conduct research or study in MENA, but like students at institutions across the U.S., their choice of program in recent years is limited by political unrest in the region. The UC-wide Educational Abroad Program (EAP) has programs in Egypt, Israel, Jordan, Morocco, and Turkey where UC undergraduates can enroll for transferable academic credit (including for their major) in courses in language, culture, diplomacy, and policy (with particularly strong offerings in political science at Boğaziçi University). In addition to academic credit, many EAP programs offer internship credit and work experience for students. Due to ongoing instability, the program in Egypt (at the American University of Cairo) and the programs in Turkey (at four partner institutions) have been

suspended since Fall 2013 and Summer 2016, respectively. These were also the most popular programs among UCB students (**Table 11**); CMES is actively working with faculty affiliates and EAP staff to restore them as soon as safely possible. CMES’s Stevens Scholars Project supports research and travel by UC Berkeley graduate and undergraduate students who demonstrate a high level of distinction in MES, particularly in the areas of culture, language, politics, and history. Since 2015, it has enabled 16 students to travel to eight different countries in the region to research topics such as the limited water resources in Jordan or the connections between Islam, feminism, and law.

| UCEAP | Egypt 2010-13 | Israel 2010-18 | Jordan 2011-18 | Morocco 2013-18 | Turkey 2010-16 |
|----------------|--------------------------|---------------------------|---------------------------|----------------------------|---------------------------|
| Enroll. | 25 | 45 | 50 | 12 | 59 |

Table 11: Study Abroad in MENA

Middle East concentrators often pursue study abroad opportunities outside the EAP network at other institutions’ study abroad programs and onsite summer language programs. Since 2013, 14 UCB students have received Critical Language Scholarships (CLS) for intensive language and cultural immersion in Tajikistan (to study Persian), Oman, Morocco, and Turkey. Typically, half of all FLAS recipients elect to undertake advanced summer language training in the Middle East or North Africa. In the summer of 2017, nine students (six graduate students and three undergraduate) used FLAS awards from CMES to participate in language programs in France, Turkey, Morocco, the University of Wisconsin, Madison, and the Middlebury Institute of International Studies at Monterey. CMES maintains an extensive archive of independent summer language study programs, regularly assesses the quality of language programs in the Middle East and North Africa, and helps students select from among them. We have also long supported the

reputable Center for Arabic Study Abroad (CASA), which offers advanced level training in Arabic language and culture to qualified American students at the American University in Cairo and Qasid Arabic Institute in Amman.

I. OUTREACH ACTIVITIES

Outreach at CMES is multi-faceted, designed to address the needs of the largest possible number of stakeholders. Faculty involvement is critical to every initiative—much of CMES programming originates with faculty, and presenters at outreach activities are invariably UCB faculty or doctoral/professional school students who have been recommended by their advisors.

II. Outreach to Elementary and Secondary Schools: All three modes of K-12 outreach—CMES-driven, ORIAS-driven, and HSSP-driven (see **section A** for explanation of differences) have demonstrated a significant impact on participating teachers (see **Table 3** for figures). Recent highlights include a Summer 2017 project in which CMES Chair Gottreich brought a group of 15 California school teachers to Marrakech to study Moroccan Jewish civilization as part of the Fulbright Hays Group Projects Abroad program. All participants completed 7 lesson plans, 92% increased the number of days spent teaching about MENA in their classrooms, and one lesson has been piloted to be rolled out to over 500 students next year. Another exemplary activity was our collaboration with the Oakland Unified School District to create a district-wide 7th grade social studies unit and assessment about the spread of Islamic empires in the 7th-10th centuries. The unit was delivered in a district professional development workshop to 7th grade teachers and is now used annually by district teachers, reaching 3,600 7th graders.

In terms of ongoing activities, the Graduate Speaker Bureau brings specialized ME content into K-12 classrooms while modeling Common Core Social Studies skills and a passion for intellectual engagement. Our speakers have visited over 40 venues to address more than

1,000 students in each of the past two years, as far afield as Gilroy, Santa Rosa, and Nevada City, CA. ORIAS's annual K-12 summer institute is attended by 88 teachers on average; all of the 75% who responded to post-institute surveys said they would recommend an ORIAS event to a colleague. Reflections included the following: "The most useful part is the quality of the presenters and their presentations...I can usually incorporate some of the content, be it an idea, information, or an anecdote, from all the presentations into my seventh-grade curriculum, and my students love that. When they hear I spend part of my summer reading and attending classes, they take me even more seriously as a teacher. The opportunity to learn alongside teachers concerned more with content than the newest pedagogical trend is inspiring and reassuring."

I2. Outreach to Postsecondary Institutions: Outreach to postsecondary institutions is a major component of CMES's mission, with special attention given to the faculty and students at the community colleges that form an integral part of California's public education system—in line with ED's priorities and the commitments of the UC system and UCB in particular, where 1 in 3 students have transferred from community colleges. Notable successes in recent years include the increased engagement of local community college students with CMES, through participation in events and student governance. A student enrolled in Berkeley City College (BCC) currently serves on the founding CMES Student Advisory Committee.

ORIAS's 2015, 2016, and 2017 summer institutes for community college instructors, on the topics "Teaching World History at the College Level," "Women in World History," and "Environmental History," respectively, were attended by 72 instructors from 17 community colleges in 9 districts. Participants at the institutes engage with experts from across the country in lectures that combine case studies with conceptual frameworks, participate in guided discussions of how to apply their new knowledge in curriculum building or revision, and depart with a set of

background readings and slide-decks for lessons. Crucially, a subset of instructors participate in additional training, thus earning professional development credits through UC Extension. Featuring a 65% response rate, online post-institute surveys revealed that 50% of respondents were new to ORIAS events and 100% of those new attendees said they would recommend an ORIAS event to a colleague. Describing the “Women in World History” institute, one respondent expressed: “The variety of regions, time periods, and topics covered by the expert speakers was truly inspiring. I left convinced that feminist scholarship has changed academic discourse in positive, exciting ways.” Another stated: “The perspectives of women in world history is exactly what I needed to learn how to incorporate these foci into my courses more completely. I also appreciated the diversity of world areas that the speakers covered as their presentations helped me to learn more about areas that I otherwise might not have been prepared to teach. An example of this would be the Iranian Revolution—after Prof. Moallem’s talk [Moallem, **Appendix A-41**], I now feel confident to add this topic to my world history class.”

During our 2014-18 Partnership for International Education with the Peralta Community College District—a local district of four Title III and V MSIs serving 28,500 students—we collaborated with BCC to organize a four-month Arab Film Series with 300 attendees (including 105 BCC students and 9 BCC faculty), which fulfilled the cultural component for the Arabic language courses at BCC. Our proposal to create two online global studies courses for the California Community Colleges Online Education Initiative (**section A5; Table 3**) currently involves instructors from 24 of the state’s 114 community colleges, including 17 of its MSIs.

13. Outreach to Business, Media, and the General Public: As the university with the most alumni employed in Silicon Valley companies, UCB has long had a significant impact on regional and national developments related to the technology industry. CMES collaborates with

TechWadi—the leading organization building bridges between Silicon Valley and the MENA region—and with the Haas Business School’s AMENA Center for Entrepreneurship and Development to host workshops and networking events on the tech and entrepreneurship ecosystem in MENA. Our Spring 2018 standing-room-only speaker series, “The Future of Entrepreneurship in the Middle East,” featured prominent venture capitalists Sharif El-Badawi and Mohannad Khairy and was organized and moderated by the AMENA Center Director Dariush Zahedi, who is an expert on entrepreneurship in the Middle East and has taught a diverse array of courses in Political Science, Political Economy, Peace and Conflict Studies, and the Boalt Hall School of Law (**Appendix A-62**). The coming cycle will expand this collaboration to offer a semester-long series of events on business careers that require regional expertise, geared towards students and professionals alike. Moreover, the recently-inaugurated CMES Student Advisory Committee is tasked with establishing the first student-driven MES alumni outreach effort to connect students to professionals in the field.

CMES is often the first place that journalists in Northern California call for analysis of newsworthy events in the ME, and the Center maintains strong relationships with local news outlets, e.g., KPFA and *The San Francisco Chronicle*, as well as national and international outlets, e.g., NPR and the BBC, to whom CMES faculty affiliates frequently provide commentary on developments in the region. In 2015, CMES and KPFA radio, a listener-funded station located in Berkeley and broadcasting to the San Francisco Bay Area, joined forces to create a unique for-credit experiential learning opportunity for UCB Students. MES 197, offered every semester (**Appendix C-26**), allows students to help create and produce the KPFA program “Voices for the Middle East and North Africa.” Students at the School of Journalism have earned accolades for their work on MENA-related stories, including most recently: the 2017 Dorothea

Lange Fellowship for photography in Palestine; two 2016 Mark of Excellence Awards from the Society of Professional Journalists, for television projects on injured refugees for the PBS NewsHour and The Atlantic; and the 2016 Susan Rasky Award for Journalistic Excellence, for an interactive documentary on three Egyptian youth. Sawsan Morrar, a CMES Stevens Scholar, was chosen as 2017 White House Correspondents' Association Scholar, and alumna Daphne Matziaraki was a 2017 Academy Award finalist for her documentary about Syrian refugees.

J. FLAS AWARDEE SELECTION PROCEDURES

J1. Advertising: The Graduate Division disseminates information about FLAS fellowships through its website and flyers distributed to all departments and professional schools. CMES advertises FLAS opportunities through its website, weekly listserv, social media, and encourages interested students to contact CMES for questions. ME-related faculty bring FLAS opportunities to the attention of their students, help them apply, and provide letters of recommendation. The Graduate Division and NRCs hold well-publicized informational FLAS workshops for students each winter. Priority is given to UCB students, but CMES also accepts applications from graduate students at other UC campuses, and therefore communicates FLAS information to ME centers, departments, and faculty across the UC system. This cycle, CMES will expand advertising to reach underrepresented students through the Educational Opportunity Program.

J2. Application Process: Initial FLAS announcements are made each fall. Application forms are available to enrolled students through UCB's centralized fellowships portal; incoming students apply by early February through their regular financial aid packets. The application includes: (1) a statement of purpose no longer than 1,000 words presenting career goals, academic plan, areas of specialization, and language skills; (2) two letters of recommendation;

(3) supporting transcripts and relevant test scores; and (4) Financial Aid (FAFSA) information for incoming students. CMES requests FAFSA information from the Graduate Division for continuing students as well as incoming students (**FLAS Competitive Preference Priority 1**). Incoming candidates are ranked and nominated by their departments' admissions committees in February, the FLAS Committee independently ranks candidates by early March, the committee meets the second week of March, and awards are announced in April.

J3. Selection Committee: A committee of four CMES core faculty members from different departments and with fluency in different ME languages determines the awards. The CMES Chair appoints the committee, whose members first independently read and rank all applications of both academic year and summer candidates, and subsequently meet to discuss final rankings. Committee members who have submitted recommendation letters for applicants recuse themselves from ranking or discussing these applications.

J4. Selection Criteria and Policy Guidance: Criteria and guidance are clearly and consistently provided by CMES to the FLAS committee both prior to and during the award deliberations. FLAS fellowships are awarded in Modern Arabic, Persian, Turkish, and Hebrew (100% priority languages that are LCTLs; **FLAS Competitive Priority 2; NRC Absolute Priority 2**). Award criteria include feasibility and integration of language into the student's academic program, academic performance, strength of recommendations, financial need, and fit between chosen career/future goals and national need. The committee promotes diversity in languages, disciplines, and departments in the distribution of awards (**NRC Absolute Priority 1**). Competitive preference is given to applicants who demonstrate financial need as evidenced by submission of FAFSA by the time of application, with qualified candidates demonstrating need receiving several additional points in their rankings (**FLAS Competitive Priority 1**).

Priority is given to graduate students pursuing advanced language proficiency (third year+) for research purposes and professional development, and to undergraduates with declared majors in Global Studies/Middle East. Projects dealing with contemporary Middle Eastern issues are typically lent higher priority in the FLAS competition than those dealing with earlier periods, for which other funding is available through UC Berkeley’s academic departments.

K. COMPETITIVE PREFERENCE PRIORITIES

Table 12 – NRC Priorities

| Competitive Priority 1 Projects | Section/Page |
|---|---------------------|
| Community college Global Studies online course construction & articulation (2-year project) | Section A/5;8 |
| ORIAS Community college summer institutes & reading groups (4-year) | Section A/3;5 |
| ORIAS Community college How to Read an Object & How to Read a Film (4-year) | Section A3;5 |
| Competitive Priority 2 Projects | Section/Page |
| Collaboration with UCB History-Social Science Project (4-year project) | Section A/4-5 |
| ORIAS K-12 summer institutes & workshops (4-year) | Section A/3; 5 |
| ORIAS K-12 How to Read an Object & How to Read a Film (4-year) | Section A/3; 5 |

Table 13 – FLAS Priorities

| FLAS Competitive Preference Priority 1 | Section/Page |
|---|---------------------|
| CMES incorporates FAFSA data from the Graduate Division into the selection process and awards additional points to students demonstrating financial need. | Section J/49-50 |
| FLAS Competitive Preference Priority 2 | Section/Page |
| 100% of FLAS awards to Arabic, Hebrew, Persian, and Turkish. | Section J/49 |

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FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

- Comprehensive National Resource Center
- Undergraduate National Resource Center
- Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: \$269,852 Year 2: \$269,846 Year 3: \$269,846 Year 4: \$269,956

FLAS Request

Year 1: \$346,500 Year 2: \$346,500 Year 3: \$346,500 Year 4: \$346,500

Type of Applicant

- Single institution: The Regents of the University of California
- Consortium of institutions
 - Lead _____
 - Partner 1 _____
 - Partner 2 _____
 - Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- AFRICA
- CANADA
- EAST ASIA/PAN ASIA
- EUROPE
- INTERNATIONAL
- LATIN AMERICA and the CARIBBEAN
- MIDDLE EAST
- PACIFIC ISLANDS
- RUSSIA, EASTERN EUROPE, EURASIA
- SOUTH ASIA
- SOUTHEAST ASIA
- WESTERN EUROPE

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Arabic, Hebrew, Persian, Turkish

ACRONYM GUIDE

| | |
|--------------|--|
| ACTFL | American Council on the Teaching of Foreign Languages |
| AMENA | Asia, Middle East, and North Africa |
| BCC | Berkeley City College |
| BLC | Berkeley Language Center, UC Berkeley |
| CASA | Center for Arabic Study Abroad |
| CIEE | Council on International Educational Exchange |
| CLS | Critical Language Scholarship |
| CMES | Center for Middle Eastern Studies, UC Berkeley |
| EAP | Education Abroad Program, UC |
| ED | U.S. Department of Education |
| EOP | Educational Opportunity Program, UC Berkeley |
| FAFSA | Free Application for Federal Student Aid |
| FLAS | Foreign Language and Area Studies |
| FTE | Full-Time Equivalent |
| GS | Global Studies, UC Berkeley |
| GSI | Graduate Student Instructor |
| HSSP | History-Social Science Project, UC Berkeley |
| IAS | International and Area Studies Academic Program, UC Berkeley |
| LCTL | Less Commonly Taught Language |
| ME | Middle East |
| MENA | Middle East and North Africa |
| MES | Middle Eastern Studies |
| MESA | Middle East Studies Association |
| MSA | Modern Standard Arabic |
| MSI | Minority-Serving Institution |
| NES | Near Eastern Studies, UC Berkeley |
| NRC | National Resource Center |
| ORIAS | Office of Resources in International and Area Studies, UC Berkeley |
| PFA | Pacific Film Archive |
| UCB | University of California, Berkeley |
| UC | University of California System |
| VCRO | Office of the Vice Chancellor for Research, UC Berkeley |

PROPOSAL TABLE OF CONTENTS

| | | |
|-------|--|----|
| I. | Cover Page: Application for Federal Assistance (SF424) + Supplemental Information | |
| II. | ED 524 Budget Summary Section A | |
| III. | ED 524 Budget Narrative Section C (Budget Justification + Line Item Detailed Budget) | |
| IV. | GEPA Statement | |
| V. | NRC/FLAS Applicant Profile | |
| VI. | Abstract | |
| VII. | Acronym Guide | |
| VIII. | Statutory Requirements: Diverse Perspectives & Areas of National Need | |
| IX. | Assurances and Certifications | |
| X. | Project Narrative | |
| A. | Program Planning and Budget..... | 1 |
| B. | Staff Resources..... | 9 |
| C. | Impact and Evaluation | 12 |
| D. | Commitment to the Subject Area | 22 |
| E. | Library Resources..... | 26 |
| F. | Non-Language Instructional Program | 29 |
| G. | Language Instructional Program | 32 |
| H. | Curriculum Design..... | 37 |
| I. | Outreach Activities | 44 |
| J. | Foreign Language and Area Studies (FLAS) Procedures..... | 48 |
| K. | NRC/FLAS Program Competitive Preference Priorities..... | 50 |

TABLES

| | |
|---|----|
| Table 1: Proposed Outreach Activities | 5 |
| Table 2: Proposed Conferences, Workshops, and Series..... | 7 |
| Table 3: CMES Impact by the Numbers..... | 13 |
| Table 4: Institutional Support for Middle Eastern Studies | 23 |
| Table 5: UC Berkeley Library Holdings in Middle Eastern Studies..... | 26 |
| Table 6: Sample of Non-Language Courses | 31 |
| Table 7: Middle Eastern Language Enrollment | 33 |
| Table 8: Sample of Advanced Language Courses..... | 34 |
| Table 9: B.A.s Awarded to MES Concentrators | 37 |
| Table 10: Graduate and Professional Degrees Awarded to MES Concentrators..... | 40 |
| Table 11: UCEAP Study Abroad Program Participation | 43 |
| Table 12: NRC Priorities..... | 50 |
| Table 13: FLAS Priorities | 50 |

FIGURES

| | |
|--------------------------------|---|
| Figure 1: Project Budget | 2 |
|--------------------------------|---|

APPENDICES

| | |
|---|--------|
| Appendix A: Profiles of Teaching and Professional Staff | A 1-63 |
| Appendix B: Position Description | B 1 |
| Appendix C: Course List..... | C 1-45 |
| Appendix D: Performance Measure Forms..... | D 1-5 |
| Appendix E: Letters of Support..... | E 1-7 |

DIVERSE PERSPECTIVES & WIDE RANGE OF VIEWS

With its rich multi-cultural landscape, unwavering commitment to dialogue, and proud history of meeting contentious issues head-on, UC Berkeley (UCB) has long served as a beacon for diverse perspectives. The Center for Middle Eastern Studies (CMES) fully embraces this tradition in its programming on the Middle East, a region which it construes in the broadest possible geographic, ethnic, and religious terms. CMES programming privileges no single country, topic, or political position, and presents a wide variety of disciplinary and regional views, including events specifically dedicated to the study of minorities in the region, i.e. Kurds, Berbers, Armenians, Copts, and Jews. In terms of the latter, federal funding in the coming cycle will support an annual workshop by the California Working Group on Jews in the Maghrib and the Middle East, which explicitly addresses the question of developing diverse cultural and political points of view in area studies, as well as a multi-day symposium on Judeo-Islamic Spaces.

In the field of MES, diverse perspectives necessarily encompass wide-ranging political views. In our experience, the best way to ensure diversity in regard to such issues is to apply academic excellence as the sole criteria for all programming, and to do so with special vigilance when it comes to politically sensitive topics like the Armenian genocide, the Israeli-Arab conflict, the Western Sahara dispute, or US foreign policy. We also collaborate with diverse campus constituencies to co-sponsor inclusive and interdisciplinary activities. The grant will also fund one of our most popular programs, the MENA Salon, a weekly discussion hour open to the general public, in which two graduate students select a current events topic and related readings explicitly chosen for their diversity of viewpoints and accessibility to multiple audiences. Each week, participants from the wider community participate in an informed, engaged, and accessible exchange of perspectives, which are invariably diverse, sometimes contentious, and always enlightening. Recent Salon topics have included “U.S. Intervention in the Middle East: End of an Era?”, “The Fate of the Iran Deal”, “Corruption in MENA”, “Mizrahi Communities in Israel”, and “Does Islam Need a Reformation?”.

Finally, CMES will continue to actively seek new perspectives from student cohorts that are typically underrepresented in foreign language and area studies programming. Rather than rely on the participation of self-selected students with previous interest in or exposure to the Middle East, through partnerships with local Minority-Serving Institutions, we will proactively engage underrepresented students who bring fresh perspectives to the study of this region.

AREAS OF NATIONAL NEED

CMES employs a variety of mechanisms to encourage the students we train in Middle Eastern Studies (MES) to consider government service as well as service in the education, business, and nonprofit sectors. Students receive comprehensive advising from CMES faculty, whose collective experience covers academe, the professions, and government service. On campus, CMES liaises regularly with the U.S. Department of State's Diplomat in Residence, the Graduate Division, and the Career Center to organize informational sessions on careers in areas of national need. In 2015-16, CMES established an Area Studies-focused Graduate Professional Development Program, which provides internships and professional skills training workshops. In 2016-17, we launched a Graduate Speaker Bureau to train graduate students to deliver talks to local K-12 classrooms, thus honing transferable public speaking skills while exploring careers in teaching. In 2017-18, we established a CMES Student Advisory Board, tasked with establishing the first student-driven MES alumni outreach effort to connect students to professionals. We curate two undergraduate and graduate digests announcing weekly job opportunities. The coming cycle will introduce a collaboration with the Haas Business School to offer a series of events on business careers requiring regional expertise.

CMES awards 100% of FLAS fellowships in less commonly taught languages, and ensures that highest priority is given to students pursuing strategically significant research and professional training. In the last round of fellowships, awards were made to students pursuing such projects as development in Turkey, global migration from the Middle East, and access to healthcare among displaced populations. Projects dealing with contemporary Middle Eastern issues are typically given higher priority in the FLAS competition than those dealing with earlier periods, for which other funding is available.

Our record of graduate placement is outstanding. The majority of our graduates remain engaged with the region in a professional or academic capacity. We place our students in the finest graduate programs across the country and abroad. At least half of all MES undergraduates opt to pursue a graduate degree after completing their B.A.; they have recently been accepted to programs at Georgetown, Harvard, Columbia, and other top-ranked institutions, in fields like Security Studies, Arab Studies, Middle Eastern Studies, and History. Recent UC Berkeley PhDs have secured professorships at Brown, the New School, Stanford, Tufts, UC Berkeley, University of Chicago, and University of Georgia. Earlier graduates are now serving in a Middle East-related capacity in the U.S. Department of State, U.S. Department of Commerce, U.S. Agency for International Development, U.S. congressional offices, the Inter-Agency Task Force on Arab-Israel Issues, the Council on Foreign Relations, Human Rights Watch, and the *New York Times*, among others.

Appendix A Teaching and Professional Staff CVs

| | |
|---|-----|
| Table of Contents | A-1 |
| Profiles of Teaching and Professional Staff | A-4 |

Department

Anthropology

Ferme, Mariane (A-20); Hirschkind, Charles (A-29); Maher, Lisa (A-38);
Nader, Laura (A-43); Pandolfo, Stefania (A-46); Rabinow, Paul (A-49)

Architecture.....

AlSayyad, Nezar (A-5); Turan, Neyran (A-59)

Art Practice.....

Kazmi, Asma (A-32)

Chemistry

Yaghi, Omar (A-61)

City and Regional Planning

AlSayyad, Nezar (A-5)

Civil and Environmental Engineering.....

Kanafani, Adib (A-31); Mosalam, Khalid (A-43)

Comparative Literature

Alter, Robert (A-5); Kronfeld, Chana (A-34)

Digital Humanities

Anderson, Adam G. (A-6)

Ethnic Studies

Bazian, Hatem (A-9); Feldman, Keith (A-19)

French

Tlatli, Thoraya (A-58)

Gender and Women's Studies

Bacchetta, Paola (A-7); Moallem, Minoos (A-41)

German

Gokturk, Deniz (A-24)

History

Astourian, Stephan (A-7); Efron, John M. (A-15); Gottreich, Emily (A-25);
Hall, Bruce (A-27); Katz, Ethan (A-32); Mackil, Emily (A-37); Mavroudi, Maria (A-39);
Noreña, Carlos (A-44); Philliou, Christine (A-48)

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

| | |
|--|--|
| <i>History of Art</i> | Lenssen, Anneka (A-36) |
| <i>International and Area Studies</i> | Bartu, Peter (A-8); Gottreich, Emily (A-25); Zoughbie, Daniel (A-63) |
| <i>Italian Studies</i> | Fuller, Mia (A-21) |
| <i>Jewish Studies</i> | Golbert, Rebecca Leah (A-25) |
| <i>Journalism</i> | Danner, Mark (A-14); McGirk, Timothy (A-39) |
| <i>Music</i> | Brinner, Benjamin (A-11); Spagnolo, Francesco (A-56) |
| <i>Near Eastern Studies</i> | Ahmed, Asad (A-5); Bazian, Hatem (A-9); Benkato, Adam (A-10); Boyarin, Daniel (A-11); Hendel, Ronald (A-29); Lucarelli, Rita (A-36); Meerkhan, Nasser (A-40); Mehendale, Sanjyot (A-40); Oliveira, Manuel (A-45); Pearce, Laurie (A-47); Porter, Benjamin (A-49); Redmount, Carol (A-50); Richter, Barbara (A-52); Veldhuis, Nicolaas (A-60) |
| <i>Near Eastern Studies – Arabic</i> | Diab, Ahmad (A-14); Elmahdy, Elsa (A-16); Hayes, John (A-28); Khankan, Nathalie (A-33); Larkin, Margaret (A-35); Mohamed, Haitham (A-42) |
| <i>Near Eastern Studies – Hebrew</i> | Adler, Rutie (A-4); Boyarin, Chava (A-10); Kronfeld, Chana (A-34) |
| <i>Near Eastern Studies – Kurdish</i> | Ekici, Deniz (A-16) |
| <i>Near Eastern Studies – Persian</i> | Ahmadi, Shahwali (A-4); Mirsharifi, Fatemehsadat (A-41); Pirnazar, Jaleh (A-48) |
| <i>Near Eastern Studies – Turkish</i> | Brookes, Douglas (A-12); Ekici, Deniz (A-16); Vivrette, Jason (A-60) |
| <i>Political Science</i> | Chaudhry, Kiren (A-13); Hassner, Ron (A-28); Monshipouri, Mahmood (A-42) |
| <i>Rhetoric</i> | Boyarin, Daniel (A-11); Esmeir, Samera (A-17) |
| <i>Sociology</i> | Barkey, Karen (A-8); Tugal, Cihan (A-59) |
| <i>South and Southeast Asian Studies</i> | Faruqui, Munis (A-19) |

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Visiting Faculty

Belguith, Amel (A-9); El-Sherif, Mona (A-17); Friedman-Peleg, Keren (A-21);
Genell, Aimee (A-22); Gitai, Amos (A-23); Gluzman, Michael (A-24); Griffith, Zoe (A-26);
Kasher, David (A-31); Kricheli-Katz, Tamar (A-34); Laymoun, Nawal (A-35);
Payvar, Behnoosh (A-46); Persico, Tomer (A-47); Regev, Tali (A-50);
Reichman, Amnon (A-51); Rosenberg, Hadar (A-53); Shalev, Michael (A-55);
Soleimane, Soufiane; (A-55) Strieff, Daniel (A-56); Szobel, Ilana (A-57);
Tanaka, Terri-Lynn (A-57); Taylor, Michael J. (A-58); Yago, Glenn H. (A-62);
Zeedan, Rami (A-63)

Graduate Student Instructors.....

Dowad, Thadeus (A-15); Fani, Aria (A-18); Faruque, Muhammad (A-18);
Fisher, Daniel (A-20); Ghahramani, Gholam-reza (A-23); Jensen, Victoria (A-30);
Johnston, Kea (A-31); Luzon, Danny (A-37); Ong, Matthew (A-45);
Rezakhany, Hassan (A-52); Rizwan, Syed (A-53); Safi, Lubna (A-54)

Project Administrators.....

Berkeley Language Center – Kern, Richard (A-33)
Center for Middle Eastern Studies – Gottreich, Emily (A-25)
Center for Middle Eastern Studies – Choucair-Vizoso, Julia (A-13)
Center for Middle Eastern Studies – Matambanadzo, Mary (A-38)
Center for Middle Eastern Studies – Gali, Neil (A-22)
Evaluation – Sato, Nancy (A-54); Newhall, Amy (A-44); Volk, Lucia (A-61)
Library – Haber, Ruth (A-26)
Library – Hamed, Mohamed (A-27)
Office of Resources for International and Area Studies – Carter, Shane (A-12)
UCB History-Social Science Project – Reinhard, Rachel (A-51)
AMENA Center for Entrepreneurship and Development – Zahedi, Dariush (A-62)

Adler, Rutie**Near Eastern Studies - Hebrew****Title:** Hebrew Language Coordinator; Continuing Lecturer**Tenure Status:** Lecturer with Security of Employment**Language Proficiency:** Hebrew-5; German-3; French-3**Area Expertise %:** 100%**Language Pedagogy:** Designed UCB Hebrew website**# of Publications, 2013-:****Education:****# of Dissertations/Theses, 2013-:** 0

M.A., University of California, Berkeley, 1986

of Courses taught, 2016-18: 8

M.A., San Francisco State University, 1975

B.A., Hebrew University, 1964

Specializations: Hebrew pedagogy and linguistics; Computer-assisted language learning**Overseas Experience:** Israel**Recent Distinctions:****Academic Experience:**

Lecturer in Hebrew, UC Berkeley Department of Near Eastern Studies, 1986-present

Ahmadi, Shahwali (Wali)**Near Eastern Studies - Persian****Title:** Associate Professor of Persian Literature**Tenure Status:** Tenured**Language Proficiency:** Persian-5; French-5; Pashtu-5**Area Expertise %:** 100%**Language Pedagogy:****# of Publications, 2013-:****Education:****# of Dissertations/Theses, 2013:** 4

Ph.D., Comparative Literature, UCLA, 1997

of Courses taught, 2016-18: 16

C.Phil., UCLA, 1994

M.A., UCLA, 1991

B.A., Political and Social Sciences, CSUEB, 1987

Specializations: Classical/modern Persian literature, Persian language, Afghani culture literary theory and criticism**Overseas Experience:** Afghanistan, Iran, Jordan, Turkey**Recent Distinctions:****Academic Experience:**

Assistant Professor, Department of Asian and Middle Eastern Languages and Cultures, University of Virginia, 1997-2000

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Title: Associate Professor of Arabic and Islamic Studies

Language Proficiency: Urdu-5, Arabic-5, Persian-3

Language Pedagogy: N/A

Education:

Ph.D., Near Eastern Studies, Princeton University, 2007

B.A., Philosophy and Literature, Yale University, 2000

Specializations: Islamic theology, philosophy & logic, early Muslim provincial & dynastic history, historiography

Overseas Experience: Pakistan, United Kingdom

Recent Distinctions: Frederick Burkhardt Residential Fellowship for Recently Tenured Scholars, 2017

Academic Experience:

Associate Professor, Arabic and Islamic Studies, UC Berkeley, 2013-present

Assistant Professor, Arabic and Islamic Studies, UC Berkeley, 2012-2013

Tenure Status: Tenured

Area Expertise %: 100%

of Publications, 2013-: 4

of Dissertations/Theses, 2013-: 2

of Courses taught, 2016-18: 7

Title: Professor of Architecture

Language Proficiency: Arabic-5; French-4

Language Pedagogy: N/A

Education:

Ph.D., UC Berkeley, 1988

M.S., Massachusetts Institute of Technology, 1981

D.T.P., Cairo University, 1979

B.A., Cairo University, 1977

Specializations: Architecture, urbanism, urban history

Overseas Experience: Egypt, Indonesia, Saudi Arabia

Recent Distinctions:

Academic Experience:

Professor, UC Berkeley, 1998-present

Associate/Assistant Professor, UC Berkeley, 1988-1998

Assistant Professor, University of Petroleum & Minerals, Saudi Arabia, 1982

Instructor, Cairo University, Egypt, 1977

Tenure Status: Tenured

Area Expertise %: 100%

of Publications, 2013-: 1

of Dissertations/Theses, 2013-: 24

of Courses taught, 2016-18: 2

Alter, Robert**Comparative Literature - Hebrew**

Title: Professor of Hebrew and Comparative Literature**Language Proficiency:** Hebrew-5**Language Pedagogy:****Education:**

Ph.D., Comparative Literature, Harvard University, 1962

M.A., Comparative Literature, Harvard University 1958

B.A., English, Columbia College, 1957

Tenure Status: Tenured**Area Expertise %:** 75%**# of Publications, 2013-:** 3**# of Dissertations/Theses, 2013-:****# of Courses taught, 2016-18:** 1**Specializations:** Modern and Medieval Hebrew literature**Overseas Experience:** Israel, England, Italy**Recent Distinctions:****Academic Experience:**

Professor, UC Berkeley, 1967-present

Assistant Professor, Columbia, 1962-1966

Anderson, Adam G.**Digital Humanities**

Title: Lecturer in Digital Humanities**Language Proficiency:** German-5; Hebrew (Biblical)-2**Language Pedagogy:** N/A**Education:**

Ph.D., Harvard University, 2018

Tenure Status: Lecturer**Area Expertise %:** 50%**# of Publications, 2013-:** 4**# of Dissertations/Theses, 2013-:** 0**# of Courses taught, 2016-18:** 3**Specializations:** Philology, prosopography, linguistics, archaeology, computational text analysis**Overseas Experience:** Israel, Palestine, Syria, Germany, Denmark**Recent Distinctions:** Mellon Postdoctoral Fellow**Academic Experience:**

Lecturer, UC Berkeley

Graduate Student Instructor/Teaching Fellow, Harvard University

Harvard Graduate Student Researcher, Harvard University

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Astourian, Stephan**History****Title:** Associate Adjunct Professor of History**Tenure Status:** Security of Employment**Language Proficiency:** Armenian-5; Turkish-5; French-5; Russian-4**Area Expertise % :** 75%**Language Pedagogy:****# of Publications, 2013-:** 2**Education:****# of Dissertations/Theses, 2013-:**

Ph.D., UCLA, 1996

of Courses taught, 2016-18: 2

M.A., UCLA, 1982

B.A., University of Paris I (Sorbonne), 1980

Specializations: Middle Eastern History (post-1500), Turkish polarization, Linguistics, History of Armenia**Overseas Experience:** Armenia, Turkey, France**Recent Distinctions:****Academic****Experience:**

Associate Adjunct Professor, UC Berkeley, 2002-present

Executive Director, Armenian Studies Program, UC Berkeley, 2002-present

Bacchetta, Paola**Gender and Women's Studies****Title:** Professor of Gender and Women's Studies**Tenure Status:** Tenured**Language Proficiency:** French-5; Italian-5; Hindi-2; Spanish-2**Area Expertise %:** 25%**Language Pedagogy:** N/A**# of Publications, 2013-:** 3**Education:****# of Dissertations/Theses, 2013-:**

Ph.D., Sociology, The Sorbonne, 1996

of Courses taught, 2016-18: 0

M.A., Universite de Paris, 1985

B.A., American University in Paris, 1982

Specializations: Gender politics, Islam**Overseas Experience:** Morocco, Tunisia, India, France, Italy**Recent Distinctions:****Academic Experience:**

Professor and Vice Chair of Pedagogy, Department of Gender and Women's Studies, UC Berkeley

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Barkey, Karen**Sociology**

Title: Professor of Sociology;

Haas Distinguished Chair of Religious Diversity

Language Proficiency: Turkish-5; Ottoman Turkish-3; French-4**Language Pedagogy:** N/A**Education:**

Ph.D., University of Chicago, 1988

M.A., University of Washington, 1981

B.A., Bryn Mawr College, 1979

Tenure Status: Tenured**Area Expertise %:** 100%**# of Publications, 2013-:** 10**# of Dissertations/Theses, 2013-:****# of Courses taught, 2016-18:** 3**Specializations:** Historical and Political Sociology; Empire/Imperial Organization; Politics and Religion; Religious and Ethnic Toleration; Politics of Sacred Sites.**Overseas Experience:** Turkey**Recent Distinctions:** Faculty Mentoring Award; Henry Luce Foundation Grant**Academic Experience:**

Haas Distinguished Chair of Religious Diversity, 2016-present

Professor, Sociology, UC Berkeley, 2016-present

Professor, Columbia University, 2007 -2016

Bartu, Peter**International and Areas Studies**

Title: Lecturer in International and Area Studies**Language Proficiency:** Arabic-4; Bahasa-5; Khmer-4**Language Pedagogy:** N/A**Education:**

Ph.D., History, Monash University, 1998

B.A., University of New South Wales, 1987

Tenure Status: Continuing Lecturer**Area Expertise %:** 100%**# of Publications, 2013-:****# of Dissertations/Theses, 2013-:** 5**# of Courses taught, 2016-18:** 4**Specializations:** Middle East foreign policy, negotiations, Iraq, Syria, Israel, Palestine**Overseas Experience:** Djibouti, Iraq, Israel, Libya, Palestine, Syria**Recent Distinctions:****Academic Experience:**

Lecturer in International and Area Studies, UC Berkeley, 2013-present

Bazian, Hatem**Ethnic Studies; Near Eastern Studies**

Title: Continuing Lecturer**Tenure Status:** Lecturer with Security of Employment**Language Proficiency:** Arabic-5**Area Expertise %:** 75%**Language Pedagogy:****# of Publications, 2013-:** 2**Education:****# of Dissertations/Theses, 2013-:** 0

Ph.D., UC Berkeley, 2001

of Courses taught, 2016-18: 8

M.A., San Francisco State University, 1993

B.A., San Francisco State University, 1990

Specializations: Contemporary Middle East, Islamic Law and Society**Overseas Experience:** Palestine**Recent Distinctions:** Office of Public Diplomacy Grant, US Embassy, Brussels, Belgium, 2013**Academic Experience:**

Lecturer, Near Eastern Studies and Asian American Studies, UC Berkeley, 2001-present

Co-Founder, Zaytuna College, Berkeley, CA, 2007-present

Belguith, Amel**Near Eastern Studies - Arabic**

Title: Lecturer in Arabic**Tenure Status:** Lecturer**Language Proficiency:** Arabic-5; French-5**Area Expertise %:** 100%**Language Pedagogy:****# of Publications, 2013-:****Education:****# of Dissertations/Theses, 2013-:** 0

M.A., Education, Lewis and Clark College, 2010

of Courses taught, 2016-18: 4

B.A., Biology, Oakland University, 1996

Specializations: Arabic language and linguistics**Overseas Experience:****Recent Distinctions:****Academic Experience:**

Lecturer in Arabic, Near Eastern Studies Department, UC Berkeley, 2016-present

Substitute teacher, Dublin Unified School District, 2015-present

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Title: Visiting Assistant Professor**Language Proficiency:** Arabic-5, German-5, French-2**Language Pedagogy:** N/A**Education:**

Ph.D., School of Oriental and African Studies, 2015

M.A., School of Oriental and African Studies, 2010

B.A., University of Southern California, 2009

Tenure Status: Visiting Faculty**Area Expertise %:** 100%**# of Publications, 2013-:** 11**# of Dissertations/Theses, 2013-:** N/A**# of Courses taught, 2016-18:** 5**Specializations:** Linguistics, Philology, Arabic dialects, Arabic literature, Iranian languages**Overseas Experience:** England, Germany, Libya, Tunisia**Recent Distinctions:****Academic Experience:**

Researcher, Berlin-Brandenburg Academy of Sciences, Germany

Postdoctoral Fellow / Lecturer, Free University Berlin, Germany

Title: Continuing Lecturer in Hebrew**Language Proficiency:** Hebrew-5**Language Pedagogy:** Diploma in Scientific Translation**Education:**

M.A. Classics, City University of New York, 1977

B.A. Classics, City College of New York, 1972

Tenure Status: Lecturer with Security of Employment**Area Expertise %:** 100%**# of Publications, 2013-:** 1**# of Dissertations/Theses, 2013-:** 0**# of Courses taught, 2016-18:** 3**Specializations:** Modern and Biblical Hebrew literature, Classics**Overseas Experience:** Israel**Recent Distinctions:****Academic Experience:**

Lecturer in Hebrew, UC Berkeley, 1999-present

Instructor of Modern and Biblical Hebrew, San Francisco State University, 1998-2000

Boyarin, Daniel**Near Eastern Studies; Rhetoric****Title:** Professor of Talmudic Culture**Language Proficiency:** Modern Hebrew-5; Biblical Hebrew-5**Language Pedagogy:** N/A**Education:**

Ph.D., Jewish Theological Seminary, 1975 M.A.,

Columbia University, 1972

M.H.L., Jewish Theological Seminary, 1971 B.A.,

Goddard College, 1968

Tenure Status: Tenured**Area Expertise %:** 100%**# of Publications, 2013-:** 2**# of Dissertations/Theses, 2013** 11**# of Courses taught, 2016-18:** 9**Specializations:** Talmudic culture, Rabbinics, sexuality and gender in Judaism, Hebrew literature, Rhetoric of religious discourse.**Overseas Experience:** Israel**Recent Distinctions:****Academic Experience:**

Brenninkmeijer-Werhahn Visiting Professorship, 2007

Richard and Susan Master Invited Professor, 2002

Brinner, Benjamin**Music****Title:** Professor of Music; Director of Center for Jewish Studies**Language Proficiency:** Hebrew-4; Arabic-3; Indonesian-3**Language Pedagogy:** N/A**Education:**

Ph.D., UC Berkeley, 1985

M.A., UC Berkeley, 1979

B.A., Hebrew University, Jerusalem, 1977

Tenure Status: Tenured**Area Expertise %:** 50%**# of Publications, 2013-:****# of Dissertations/Theses, 2013-:** 7**# of Courses taught, 2016-18:** 7**Specializations:** Ethnomusicology, Middle Eastern Music**Overseas Experience:** Israel**Recent Distinctions:****Academic Experience:**

Chair, Department of Music, UC Berkeley, 2009-present

Professor, Department of Music, UC Berkeley, 2007- present

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Brookes, Douglas**Near Eastern Studies - Turkish****Title:** Lecturer in Turkish**Tenure Status:** Lecturer**Language Proficiency:** Turkish (Modern and Ottoman)-5**Area Expertise %:** 100%**Language Pedagogy:** UCB GSI Teaching and Resource Center**# of Publications, 2013-:** 3**Education:****# of Dissertations/Theses, 2013** 0Ph.D. University of California, Berkeley, 1998 M.A.,
JFK University, 1983**# of Courses taught, 2016-18:** 2

M.A., History, University of California, Berkeley, 1975

A.B., German, University of California, Berkeley, 1972

Specializations: Ottoman language and culture**Overseas Experience:** Turkey**Recent Distinctions:** Finalist, Foreword Reviews' Book of the Year awards, 2013**Academic Experience:**

Lecturer, Near Eastern Studies Department, UC Berkeley, Spring 2014, 2015, 2016, 2017

Lecturer, UC Berkeley Extension, 2003-2008

Carter, Shane**Office of Resources for International and Area Studies****Title:** ORIAS Program Coordinator**Tenure Status:** N/A**Language Proficiency:** French-3; Spanish-3; Modern
Standard Arabic-1**Area Expertise %:** 12%**Language Pedagogy:** N/A**# of Publications, 2013-:****Education:****# of Dissertations/Theses, 2013-:** N/A

M.A., Education, Fairfield University

of Courses taught, 2016-18: N/A

B.S., Foreign Service, Georgetown University

Specializations: World history; K-14 outreach; public education**Overseas Experience:****Recent Distinctions :****Academic****Experience:**

ORIAS Program Coordinator, UC Berkeley, 2015-present

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Chaudhry, Kiren Aziz**Political Science****Title:** Associate Professor of Political Science**Language Proficiency:** Urdu/Hindi-5; Punjabi-5; Arabic-3; French-1; Turkish-1**Language Pedagogy:** N/A**Education:**

Ph.D., Harvard University, 1990

M.A., Harvard University, 1983

B.A., University of Michigan, 1980

Tenure Status: Tenured**Area Expertise %:** : 100%**# of Publications, 2013-:** 1**# of Dissertations/Theses, 2013:** 1**# of Courses taught, 2016-18:** 0**Specializations:** Political Economy, Identity Politics, Trauma Theory, Comparative Politics**Overseas Experience:** Algeria, Iraq, Pakistan, Saudi Arabia, Turkey, United Arab Emirates, Yemen**Recent Distinctions:****Academic Experience:**

Associate Professor, UC Berkeley, 1995-present

Assistant Professor, UC Berkeley, 1990-1995

Visiting Professor, Lahore School of Management Sciences, 2014

Choucair-Vizoso, Julia**Center for Middle Eastern Studies****Title:** Vice Chair; Academic and Outreach Coordinator**Language Proficiency:** Arabic-5, Spanish-5, French-3**Language Pedagogy:** N/A**Education:**

Ph.D., Political Science, Yale University, 2016

M.A., Arab Studies, Georgetown University, 2004

B.S., Foreign Service, Georgetown University, 2004

Tenure Status: N/A**Area Expertise %:** : 100%**# of Publications, 2013-:** 2**# of Dissertations/Theses, 2013:** 1**# of Courses taught, 2016-18:** N/A**Specializations:** Contemporary politics of the Middle East, Authoritarian politics, Network analysis**Overseas Experience:** Iraq, Jordan, Lebanon, Spain**Recent Distinctions:** Fellowship, Stanford University, 2014-16**Academic Experience:**

Academic Coordinator II, UC Berkeley, 2016-present

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Danner, Mark**Journalism****Title:** Chancellors Professor of Journalism and English**Language Proficiency:****Language Pedagogy:** N/A**Education:**

PhD, Harvard University, 1981

Tenure Status: Tenured**Area Expertise %:** 25%**# of Publications, 2013-:** 1**# of Dissertations/Theses, 2013-:** N/A**# of Courses taught, 2016-18:** 2**Specializations:** Documentaries, Foreign Affairs, Middle East reporting, U.S. foreign policy in the Middle East**Overseas Experience:** Iraq, Central America, Haiti, the Balkans**Recent Distinctions:** Andrew Carnegie Fellow, National Magazine Award; 3 Overseas Press Awards; Emmy**Academic Experience:**

Chancellors Professor of Journalism and English, UC Berkeley, 2016-present

Professor of Journalism, UC Berkeley, 2000-present

James Clarke Chace Professor of Foreign Affairs and the Humanities, 2006

Henry R. Luce Professor in Human Rights and Journalism, Bard College, 2002

Diab, Ahmad**Near Eastern Studies - Arabic****Title:** Assistant Professor of Arabic Literature**Language Proficiency:** Arabic-5; French-2; German-2; Hebrew-2**Language Pedagogy:****Tenure Status:** Tenure Eligible**Area Expertise %:** 100%**# of Publications, 2013-:** 5**# of Dissertations/Theses, 2013** 0**# of Courses taught, 2016-18:** 11**Education:**

Ph.D., New York University, 2015 M.A., New York University, 2011

M.A. English Literature, City University of New York, 2007

B.A. English Literature, Damascus University, 2003

Specializations: Arabic Literature, Translation studies, Arabic philology, Middle Eastern cinema**Overseas Experience:** Syria, Spain**Recent Distinctions:** Erasmus Mundus, Universitat de Barcelona 2014**Academic Experience:**

Assistant Professor, UC Berkeley 2016 – present

Researcher, Universitat de Barcelona, 2014

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Title: Graduate Student Instructor

Tenure Status: Graduate Student Instructor

Language Proficiency: Turkish-4; German-4; French-3; Arabic-3

Area Expertise %: 100%

Language Pedagogy: Graduate Student Instructor training

of Publications, 2013-: 1

Education:

of Dissertations/Theses, 2013-: N/A

Ph.D. Student, History of Art, UC Berkeley

of Courses taught, 2016-18: 1

MA, History of Art, Williams College, 2014

BA, History of Art, University of Pennsylvania, 2012

Specializations: Art and architectural history of Ottoman Empire

Overseas Experience: Turkey, France, Germany, Switzerland, and Mexico

Recent Distinctions: Paul Mellon Pre-Doctoral Fellowship

Academic Experience:

GSI - Elementary Turkish, Near Eastern Studies Department, UC Berkeley, Spring 2018, 2017, 2016

Title: Koret Professor of Jewish History

Tenure Status: Tenured

Language Proficiency: Hebrew-5; German-5

Area Expertise %: 25%

Language Pedagogy: N/A

of Publications, 2013-: 1

Education:

of Dissertations/Theses, 2013-: 3

Ph.D., Columbia University, 1991

of Courses taught, 2016-18: 3

M.A., New York University, 1981

B.A., Monash University, Melbourne, Australia, 1979

Specializations: Jewish history, Zionism/Israel

Overseas Experience: Israel

Recent Distinctions:

Academic Experience:

Professor of Jewish History, UC Berkeley, 2003—present

Ekici, Deniz**Near Eastern Studies - Kurdish; Turkish**

Title: Lecturer in Kurdish and Turkish**Language Proficiency:** Kurdish-5; Turkish-5; Italian-1**Language Pedagogy:** Berkeley Language Center Professional Development Fellowship**Education:**

Ph.D. University of Exeter, 2015

M.A Brooklyn College, 2007

B.A. Mimar Sinan University, 2001

Tenure Status: Lecturer**Area Expertise %:** 100%**# of Publications, 2013-:****# of Dissertations/Theses, 2013-:** 1**# of Courses taught, 2016-18:** 7**Specializations:** Kurdish language and literature, Turkish, language acquisition, cultural studies**Overseas Experience:** U.K., Turkey**Recent Distinctions:****Academic Experience:** Lecturer, UC Berkeley, Near Eastern Studies (August 2016 – present)**Elmahdy, Elsa****Near Eastern Studies - Arabic**

Title: Arabic Language Coordinator; Continuing Lecturer**Language Proficiency:** English - 5, MSA - 5**Language Pedagogy:** Corrective feedback in L2 classroom**Education:**

M.A.: Teaching Arabic as a Foreign Language (TAFL)

M.A.: Arabic Studies (Arabic Language and Literature)

B.A.: Near Eastern Studies, Chemistry, UCB

Tenure Status: Security of Employment**Area Expertise %:** 100%**# of Publications, 2013-:** 1**# of Dissertations/Theses, 2013-:** 0**# of Courses taught, 2016-18:** 5**Specializations:** Relationship between modern standard Arabic and colloquial Arabic, history of the Arabic language, Arabic poetry.**Overseas Experience:** Egypt**Recent Distinctions:** TAFL Fellowship, AUC (Spring 2008-Spring 2010)**Academic Experience:**

Coordinator and Lecturer, Arabic Language Program, Department of Near Eastern Studies, University of California, Berkeley, 2012-present

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Title: Visiting Assistant Professor of Arabic Literature and Culture

Tenure Status: Visiting Faculty

Language Proficiency: Arabic-5

Area Expertise %: 100%

Language Pedagogy:

of Publications, 2013-:

of Dissertations/Theses, 2013-: N/A

of Courses taught, 2016-18: 3

Education:

Ph.D., Near Eastern Studies UC Berkeley, 2010

M.A., Islamic, Jewish, and Near Eastern Studies, Washington University in St. Louis, 2002

Specializations: Arabic literature and culture, Film Studies

Overseas Experience:

Recent Distinctions:

Academic

Experience:

Visiting Assistant Professor of Arabic Literature and Culture, UC Berkeley, 2017-present

Assistant Professor and Director of Arabic Language Program, University of Miami, 2013-2017

Assistant Professor of Arabic Language and Literature, Founder and Director of Arabic Language Program, The Colorado College, 2010-2013

Title: Associate Professor of Rhetoric

Tenure Status: Tenured

Language Proficiency: Arabic-5; Hebrew-3

Area Expertise %: 100%

Language Pedagogy: N/A

of Publications, 2013-: 3

Education:

of Dissertations/Theses, 2013-: 5

Ph.D., New York University, 2005

of Courses taught, 2016-18: 2

LL.M., New York University

Specializations: Colonial Law in Egypt, Palestinians in Israel, Rhetoric of contemporary politics, law and society, Colonialism and Modernity

Overseas Experience: Egypt

Recent Distinctions: 2017 American Council of Learned Societies Fellow

Academic Experience:

Associate Professor of Rhetoric, UC Berkeley, 2005

Fani, Aria**Near Eastern Studies - Persian****Title:** Graduate Student Instructor**Tenure Status:** Graduate Student Instructor**Language Proficiency:** Persian-5; Spanish-4; Arabic-3; French-2**Area Expertise %:** 100%**Language Pedagogy:** Graduate Student Instructor training**# of Publications, 2013-:** 4**Education:****# of Dissertations/Theses, 2013-:** N/A

Ph.D., Near Eastern Studies, UC Berkeley, 2019 (expected)

of Courses taught, 2016-18: 2**Specializations:** Literary studies, history of literature, translation studies, intellectual history, second Language Pedagogy:**Overseas Experience:** Mexico**Recent Distinctions:** University of California Humanities Research Support, 2018-2019**Academic Experience:**

Graduate Instructor, Department of Near Eastern Studies, University of California, Berkeley, 2014-present

Faruque, Muhammad**Near Eastern Studies****Title:** Graduate Student Instructor**Tenure Status:** Graduate Student Instructor**Language Proficiency:** Persian-5; Arabic-4; Urdu-3; Bengali-4**Area Expertise %:** 100%**Language Pedagogy:****# of Publications, 2013-:** 13**Education:****# of Dissertations/Theses, 2013-:** N/A

Ph.D. Candidate, Islamic Studies, UC Berkeley, 2018 (expected)

of Courses taught, 2016-18: 2

M.A., University of Tehran, Iran, 2014

BSc, University of London, 2014

Specializations: Self and Subjectivity, Islamic Philosophy and Theology, Islam and Gender Hermeneutics. Qur'anic Studies, Philosophy of Religion, Religion and Ethics, Sufism.**Overseas Experience:** Iran, UK, China**Recent Distinctions:** The Berkeley Fellowship for Graduate Study, 2014-2019.**Academic Experience:**

Graduate Instructor, Department of Near Eastern Studies, University of California, Berkeley, 2015-17.

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Faruqui, Munis**South and Southeast Asian Studies****Title:** Associate Professor of South Asian Studies**Tenure Status:** Tenured**Language Proficiency:** Urdu-5; Persian-5; German-5**Area Expertise %:** 50%**Language Pedagogy:** N/A**# of Publications, 2013-:** 2**Education:****# of Dissertations/Theses, 2013** 3

Ph.D., Duke University, 2002

of Courses taught, 2016-18: 0

M.Phil., University of Cambridge, 1992

B.A., Oberlin College, 1990

Specializations: Islam in South Asia**Overseas Experience:** Iran, India**Recent Distinctions:** Distinguished Teaching Award, UC Berkeley, 2014**Academic Experience:**

Director, Institute for South Asia Studies, UC Berkeley

Sarah Kailath Chair of India Studies, UC Berkeley

Associate Professor of South & South East Asian Studies, UC Berkeley

Feldman, Keith**Ethnic Studies****Title:** Associate Professor of Comparative Ethnic Studies**Tenure Status:** Tenured**Language Proficiency:****Area Expertise %:** 50%**Language Pedagogy:** N/A**# of Publications, 2013-:** 23**Education:****# of Dissertations/Theses, 2013-:** 6

Ph.D., University of Washington, 2008 (with honors)

of Courses taught, 2016-18: 3

M.A., The George Washington University, 2003

B.A., Brown University, 2000 (cum laude)

Specializations: Comparative Ethnic Studies; Theories of Race and Ethnicity; Cultures of the African, Arab, and Jewish Diasporas; Visual Culture Studies**Overseas Experience:****Recent Distinctions:** 2017 Best Book in Humanities and Cultural Studies**Academic Experience:**

Associate Professor of Comparative Ethnic Studies, UC Berkeley, 2017-present

Assistant Professor, Department of Ethnic Studies, UC Berkeley, 2009-2017

Undergraduate Faculty Advisor, 2011-present

Core Faculty in the Program in Critical Theory

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Ferme, Mariane

Anthropology

Title: Professor of Anthropology

Language Proficiency: Italian-5; French-5; Arabic-3

Language Pedagogy: N/A

Education:

Ph.D., University of Chicago, 1992

M.A., University of Chicago, 1984

B.A., Wellesley College, 1981

Tenure Status: Tenured

Area Expertise %: 25%

of Publications, 2013-: 7

of Dissertations/Theses, 2013-: 3

of Courses taught, 2016-18: 2

Specializations: Sierra Leonean Muslim diasporas; Political cultures and violence in Postcolonial Africa

Overseas Experience: Egypt, Morocco, Sierra Leone

Recent Distinctions: National Science Foundation Fellowship, 2015-16

Academic Experience: Professor of Anthropology, University of California Berkeley, 1992-
Present Lecturer, University of Cambridge, -1992

Fisher, Daniel

Near Eastern Studies

Title: Graduate Student Instructor

Language Proficiency: Hebrew-4

Language Pedagogy: N/A

Education:

PhD candidate, UC Berkeley

Tenure Status: Graduate Student
Instructor

Area Expertise %: 100%

of Publications, 2013-:

of Dissertations/Theses, 2013 N/A

of Courses taught, 2016-18: 1

Specializations: Biblical Hebrew Language and Literature, Historiography in the Hebrew Bible,
Textual Criticism, Reception History, Social Memory Studies

Overseas Experience:

Recent Distinctions:

Academic

Experience:

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Friedman-Peleg, Keren**Anthropology****Title:** Visiting Professor**Language Proficiency:** Hebrew-5**Language Pedagogy:** N/A**Education:**

Ph.D., Tel-Aviv University, 2009

M.A., Tel-Aviv University, 2003

B.A., Tel-Aviv University, 1999

Tenure Status: Visiting Faculty**Area Expertise %:** 100%**# of Publications, 2013-:** 4**# of Dissertations/Theses, 2013** N/A**# of Courses taught, 2016-18:** 1**Specializations:** Qualitative Research Methods, Contemporary Theories of Culture, Transcultural Psychiatry**Overseas Experience:** Israel**Recent Distinctions:** 2013 President's award for Excellent researcher**Academic Experience:**

Senior Lecturer, School of Behavioral Sciences, The College of Management Academic Studies (Israel), 2015

Head of the President's Program for Excellence, The College of Management Academic Studies, 2015

Spring Term Fellow, Katz Center for Advanced Judaic Studies, University of Pennsylvania, 2016

Fuller, Maria**Italian Studies****Title:** Associate Professor of Italian Studies**Language Proficiency:** Italian-5**Language Pedagogy:** N/A**Education:**

Ph.D., University of California at Berkeley, 1994

M.A., University of California at Berkeley, 1984

B.A., Sarah Lawrence College, 1981

Tenure Status: Tenured**Area Expertise %:** 50%**# of Publications, 2013-:****# of Dissertations/Theses, 2013** 1**# of Courses taught, 2016-18:** 1**Specializations:** Modern Italian and Mediterranean Culture, Libya**Overseas Experience:** Italy, Libya, Tunisia, Egypt, Ethiopia, Greece, Eritrea**Recent Distinctions:** National Humanities Center Fellow, 2018-19**Academic Experience:**

Associate Professor, UC Berkeley, 2004-Present

Assistant Professor, UC Berkeley, 2000- 2004

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Title: Administrative Associate**Language Proficiency:** Turkish-5; Arabic-3**Language Pedagogy:** N/A**Education:**

MBA, Baruch College, CUNY, 1993

B.S., Business Administration, Marmara University, 1981

Tenure Status: N/A**Area Expertise %:** 100%**# of Publications, 2013-:****# of Dissertations/Theses, 2013** N/A**# of Courses taught, 2016-18:** N/A**Specializations:** Project administration**Overseas Experience:** Turkey**Recent Distinctions:****Academic****Experience:****Genell, Aimee****History****Title:** Visiting Lecturer**Language Proficiency:** Arabic-3; Turkish-2**Language Pedagogy:** N/A**Education:**

PhD, History, Columbia University, 2013

M. Phil., History, Columbia University, 2009

M.A., History, Columbia University, 2008

B.F.A., Cooper Union, 2000

Tenure Status: Visiting Lecturer**Area Expertise %:** 100%**# of Publications, 2013-:** 5**# of Dissertations/Theses, 2013** 0**# of Courses taught, 2016-18:** 6**Specializations:** International Politics, Ottoman Empire, History of International Relations and Law**Overseas Experience:** France, Germany**Recent Distinctions:****Academic Experience:**

University of West Georgia, Assistant Professor of Middle East History, 2017-present

University of California, Berkeley, Visiting Lecturer, 2016-2017

University of Miami, Visiting Assistant Professor, 2015-2016

Ghohramani, Gholam-reza**Near Eastern Studies - Persian****Title:** Graduate Student Instructor**Tenure Status:** Graduate Student Instructor**Language Proficiency:** Persian-5; German-5**Area Expertise %:** 100%**Language Pedagogy:** Graduate Student Instructor training**# of Publications, 2013-:****# of Dissertations/Theses, 2013** N/A**Education:****# of Courses taught, 2016-18:** 1

M.A., U of Taarbiat Moddares, Iran, 1999

B.A., Taarbiat Moddares, Iran, 1993

B.A., Translation, Taarbiat Moddares, 1992

Specializations:**Overseas Experience:** Iran**Recent Distinctions:****Academic Experience:** Lecturer, Taarbiat Moddares, 1998-1999**Gitai, Amos****Architecture****Title:** Visiting Lecturer**Tenure Status:** Visiting Lecturer**Language Proficiency:** Hebrew-5, French-4, German-4**Area Expertise %:** 100%**Language Pedagogy:** N/A**# of Publications, 2013-:****Education:****# of Dissertations/Theses, 2013** N/A

Ph.D., Architecture, University of California Berkeley, 1979

of Courses taught, 2016-18: 1

B.S., Architecture, Technion University, 1975

Specializations: Film Production, Israeli Politics, Arab-Israeli Conflict**Overseas Experience:** Israel, France, Germany, Belgium**Recent Distinctions:** Robert Bresson prize (2013); Paradjanov prize (2014); Légion d'Honneur (2017).**Academic****Experience:**

Visiting Lecturer, College of Environmental Design, UC Berkeley, 2017

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Gluzman, Michael**Comparative Literature****Title:** Visiting Lecturer**Language Proficiency:** Hebrew-5**Language Pedagogy:** N/A**Education:**

Ph.D., Comparative Literature, University of California Berkeley, 1993

Tenure Status: Visiting Faculty**Area Expertise %:** 50%**# of Publications, 2013-:** 1**# of Dissertations/Theses, 2013** N/A**# of Courses taught, 2016-18:** 2**Specializations:** Hebrew Poetry, Comparative Jewish Literature**Overseas Experience:** Israel**Recent Distinctions:** 2015 Bahat Prize for Outstanding Academic Manuscripts**Academic Experience:**

Chair, Laura Schwartz Kipp Center for Hebrew Literature and Culture, Tel Aviv University

Gokturk, Deniz**German****Title:** Associate Professor of German; Department Chair**Language Proficiency:** German-5, Turkish-5**Language Pedagogy:** N/A**Education:**

Ph.D., Freie University, Berlin, 1995

M.A., University of East Anglia, 1987

Tenure Status: Tenured**Area Expertise %:** 25%**# of Publications, 2013-:****# of Dissertations/Theses, 2013-:** 4**# of Courses taught, 2016-18:** 2**Specializations:** Transnational Cinema, Migration Culture and Cinema, Contemporary Turkish Literature**Overseas Experience:** Turkey, Germany, United Kingdom**Recent Distinctions:** Hellman Faculty Fund grant**Academic Experience:**

Associate Professor, UC Berkeley, 2002-present

Assistant Professor, UC Berkeley, 2001-2002

Assistant Professor, University of Southampton, 1995-2001

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Golbert, Rebecca Leah**Jewish Studies****Title:** Lecturer**Language Proficiency:** Hebrew-5**Language Pedagogy:** N/A**Education:**

Ph.D., Social Anthropology, University of Oxford

M.A., Dispute Resolution, Pepperdine School of Law

Tenure Status: Lecturer**Area Expertise %:** 75%**# of Publications, 2013-:** 2**# of Dissertations/Theses, 2013-:** N/A**# of Courses taught, 2016-18:** 1**Specializations:** Israeli Law, Political Economy, Programming, Jewish Law**Overseas Experience:****Recent Distinctions:****Academic Experience:** Executive Director of Institute for Jewish Law and Israel Studies, 2013-Present
Visiting Assistant Professor and Associate Director, Glazer Institute for Jewish Studies, Pepperdine University, 2003-2013**Gottreich, Emily****Center for Middle Eastern Studies;
History; International and Area Studies****Title:** Chair of CMES;Associate Adjunct Professor of History and International and Area Studies
Adjunct**Language Proficiency:** French-5; Arabic-4; Hebrew-4**Language Pedagogy:** N/A**Education:**

Ph.D. Harvard University, 1999

M.A., Harvard University, 1992

B.A., University of California at Berkeley, 1989

Certificate, University de Paris, La Sorbonne, 1983

Tenure Status: Associate**Area Expertise %:** 100%**# of Publications, 2013-:** 7**# of Dissertations/Theses, 2013-:** 2**# of Courses taught, 2016-18:** 8**Specializations:** Moroccan Jewish History, Muslim-Jewish Relations, North Africa, Middle East historiography**Overseas Experience:** Morocco, France, Israel, West Africa, Egypt, UAE**Recent Distinctions:** Phi Beta Kappa Excellence in Teaching Award, 2015**Academic Experience:**

Chair, CMES, 2015-present

Associate Adjunct Professor, UC Berkeley, 2007-Present

Lecturer, UC Berkeley, 2001-2006

Vice Chair, CMES, 2003-2015

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Griffith, Zoe**History****Title:** Visiting Lecturer**Tenure Status:** Visiting Faculty**Language Proficiency:**

Arabic-3; Turkish-3; French-3; Ottoman Turkish-2; Persian-2

Area Expertise %: 100%**Language Pedagogy:** N/A**# of Publications, 2013-:** 1**Education:**

Ph.D., Brown University, 2017

M.A., UC Berkeley, 2012

B.A., UCLA, 2006

of Dissertations/Theses, 2013 0**# of Courses taught, 2016-18:** 4**Specializations:** Social History, Legal History, Political Economy, Egypt, Ottoman Empire**Overseas Experience:** Egypt, Turkey, France**Recent Distinctions:** Institute for Turkish Studies dissertation grant (2016-17)**Academic Experience:**

Visiting lecturer, UC Berkeley, July 2017-May 2018

Haber, Ruth**Library****Title:** Judaica Librarian**Tenure Status:** N/A**Language Proficiency:** Hebrew-3**Area Expertise %:** 100%**Language Pedagogy:** N/A**# of Publications, 2013-:****Education:**

Ph.D., Jewish Studies, University of California Berkeley, 2014

of Dissertations/Theses, 2013 N/A**# of Courses taught, 2016-18:** N/A**Specializations:** Classical Rabbinic Literature (Mishnah, Talmud, Midrash)**Overseas Experience:****Recent Distinctions:****Academic Experience:**

2002-2005 GTU-CJS Townsend fellow instructor ("Medieval Hebrew Biblical Commentaries")

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Hall, Bruce**History****Title:** Associate Professor of History**Language Proficiency:** Arabic-4; French-4; Songhay-4**Language Pedagogy:** N/A**Education:**

Ph.D., History, University of Illinois, 2005

M.A., History, Queen's University, 1995

B.A., University of Toronto, 1994

Tenure Status: Tenured**Area Expertise %:** 50%**# of Publications, 2013-:** 10**# of Dissertations/Theses, 2013****# of Courses taught, 2016-18:** 0**Specializations:** Muslim intellectual history in West and North Africa; Slavery; Social and Economic history of West and North Africa; Race; Mali; Songhay**Overseas Experience:** Egypt, Canada, Mali**Recent Distinctions:** Martin A. Klein prize for the most distinguished work of scholarship**Academic Experience:**

Associate Professor, Duke University, 2013-17

Assistant Professor, Duke University, 2008-13

Assistant Professor, University at Buffalo (SUNY), 2006-2008

Postdoctoral Fellow, Johns Hopkins University, 2005- 2007

Hamed, Mohamed**Library****Title:** Middle Eastern and Near Eastern Studies Librarian**Language Proficiency:** Arabic-5; Persian-2; German-1**Language Pedagogy:** N/A**Education:**

Ph.D., Cairo University, 2016

Master in Library Science, Cairo University, 2007

Tenure Status: N/A**Area Expertise %:** 100%**# of Publications, 2013-:** 1**# of Dissertations/Theses, 2013** N/A**# of Courses taught, 2016-18:** N/A**Specializations:** Library science, Middle East and Islamic studies**Overseas Experience:** Egypt, Algeria, United Arab Emirates, Saudi Arabia, and Jordan.**Recent Distinctions:** Middle East Library Partnership Project, funded by Mellon Foundation (2014-2015)**Academic Experience:**

ME & NES Librarian, UC Berkeley, 2017-Present

ME & African Studies Librarian, University of North Carolina, 2010-2017 Lead Library

Assistant, Santa Monica College Library, 2009-2010

Arabic Cataloger, American University in Cairo, 2000-2008

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Hassner, Ron**Political Science****Title:** Associate Professor of Political Science**Language Proficiency:** Hebrew-4, Aramaic-4, German-5**Language Pedagogy:** N/A**Education:**

Ph.D., Stanford University, 2003

M.A., Stanford University, 2001

M.I.A., Columbia University, 1997

B.S., London School of Economics and Political Science

Specializations: International security, Religious violence
Middle East Politics**Overseas Experience:** Israel, Palestine**Recent Distinctions:** Distinguished Teaching Award, U.C. Berkeley (2014)**Academic Experience:**

Associate Professor, Political Science, UC Berkeley, 2012-present

Assistant Professor, Political Science, UC Berkeley, 2004-2012

Distinguished Visiting Fellow, Int'l Policy Institute for Counter-Terrorism, Herzliya, 2014- 15

Tenure Status: Tenured**Area Expertise %:** 25%**# of Publications, 2013-:** 3**# of Dissertations/Theses, 2013-:** 6**# of Courses taught, 2016-18:** 8**Hayes, John****Near Eastern Studies - Arabic and Comparative Semitics****Title:** Continuing Lecturer in Arabic and Comparative Semitics**Language Proficiency:** Sumerian-5; Akkadian-5; Arabic-4**Language Pedagogy:** Arabic**Education:**

Ph.D., University of California at Los Angeles, 1984

Tenure Status: Security of
Employment**Area Expertise %:** 100%**# of Publications, 2013-:** 3**# of Dissertations/Theses, 2013** 0**# of Courses taught, 2016-18:** 11**Specializations:** Arabic linguistics; Sumerian and Akkadian Semitic linguistics, Arabic, Contemporary
Middle East and Islam**Overseas Experience:** Tunisia, Malta, Jordan, Syria, Egypt**Recent Distinctions:****Academic Experience:**

Lecturer, UC Berkeley, 1984-present

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Hendel, Ronald**Near Eastern Studies****Title:** Norma and Sam Dabby Professor of Hebrew Bible and Jewish**Tenure Status:** Tenured**Language Proficiency:** Hebrew-5; Aramaic-4,**Area Expertise %:** 100%**Language Pedagogy:** N/A**# of Publications, 2013-:** 2**Education:****# of Dissertations/Theses, 2013-:** 2

Ph.D., Harvard University, 1985

of Courses taught, 2016-18: 11

M.A., Harvard University, 1984

B.A., Harvard College, 1981

Specializations: Hebrew Bible, Biblical history, Folklore, Mythology, Religion, Biblical literature, History**Overseas Experience:** Israel**Recent Distinctions:** Humanities Research Fellowships, University of California, Berkeley, 2000 and 2003**Academic Experience:**

Visiting Assistant Professor, University of California Los Angeles, 1992-1993

Assistant and Associate Professor, Southern Methodist University, 1985-1999

Hirschkind, Charles**Anthropology****Title:** Associate Professor of Anthropology**Tenure Status:** Tenured**Language Proficiency:** Arabic-5; French-5; Italian-5; Spanish-5**Area Expertise %:** 100%**Language Pedagogy:** N/A**# of Publications, 2013-:** 5**Education:****# of Dissertations/Theses, 2013-:** 17

Ph.D., Johns Hopkins University, 1999

of Courses taught, 2016-18: 3

M.A., Columbia University, 1989

B.A., University of California at Berkeley, 1988

Specializations: Islamic studies, Anthropology of Islam, Egypt**Overseas Experience:** Egypt**Recent Distinctions:** Mellon Fellowship (2015-16); American Academy in Berlin Residency Fellowship (2013)**Academic Experience:**

Director, Religious Studies Program, University of California, Berkeley, 2010-present

Associate Professor, Dept. of Anthropology, University of California, Berkeley, 2007-present

Assistant Professor, Dept. of Anthropology, University of California, Berkeley, 2003-2006

Assistant Professor, Dept. of Anthropology, University of Wisconsin, Madison, 2001-2003

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Jensen, Victoria I.**Near Eastern Studies****Title:** Graduate Student Instructor**Tenure Status:** Graduate Student Instructor**Language Proficiency:** French-2; German-2; Arabic-2**Area Expertise %:** 100%**Language Pedagogy:** GSI Teaching and Resource Center**# of Publications, 2013-:** 1**Education:****# of Dissertations/Theses, 2013** N/A

Ph.D. candidate in Egyptian Art and Archaeology, UC Berkeley

of Courses taught, 2016-18: 1

C.Phil, University of California Berkeley 2015

M.A., University of Chicago, 1988

B.A., University of Chicago, 1988

Specializations: Egyptology, archaeology**Overseas Experience:** Egypt**Recent Distinctions:** President, American Research Center in Egypt Northern California Chapter, 2016-2018**Academic Experience:**

Graduate Student Instructor, Near Eastern Studies Department, UC Berkeley 2012-2017

Johnston, Kea**Near Eastern Studies****Title:** Graduate Student Instructor**Tenure Status:** Graduate Student Instructor**Language Proficiency:** French-2; German-2**Area Expertise %:** 100%**Language Pedagogy:** N/A**# of Publications, 2013-:****Education:****# of Dissertations/Theses, 2013** N/A

Advancement to PhD Candidacy, UC Berkeley, Spring 2018

of Courses taught, 2016-18: 1

M.A., Near Eastern Studies, UC Berkeley, 2016

B.A., Computer Science, Brown University, 2005

B.A., Biology, Brown University, 2005

Specializations: Digital Humanities, First Millennium BC Egyptian Art, coffins, Middle Egyptian, Late Egyptian**Overseas Experience:** Egypt**Recent Distinctions:****Academic Experience:**

GSI, NESTUD 18, Fall 2015-present

GSI, NESTUD/HIS 180C, Spring 2018

GSR, Supervisor, Carol Redmount, 2015

GSR, Supervisor, Rita Lucarelli, 2016-present

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Kanafani, Adib**Civil and Environmental Engineering****Title:** Professor of the Graduate School**Language Proficiency:** Arabic-5**Language Pedagogy:** N/A**Education:**

Ph.D., Civil Engineering, UC Berkeley, 1969

M.S., Civil Engineering, UC Berkeley, 1967

B.Eng, American University of Beirut, Lebanon, 1964

Tenure Status: Tenured**Area Expertise %:** 25%**# of Publications, 2013-:****# of Dissertations/Theses, 2013-:** 0**# of Courses taught, 2016-18:** 0**Specializations:** Transportation Planning, Transportation Systems Analysis**Overseas Experience:** Lebanon, Saudi Arabia**Recent Distinctions:****Academic Experience:**

Professor of Civil Engineering, University of California Berkeley, 1985-present

Kasher, David**Jewish Studies****Title:** Visiting Professor**Language Proficiency:** Hebrew-5**Language Pedagogy:** N/A**Education:**

PhD, University of California Berkeley, 2016

Ordination, Yeshivat Chovevei Torah, 2007

BA, Wesleyan University, 2003

Tenure Status: Visiting Faculty**Area Expertise %:** 50%**# of Publications, 2013-:** 2**# of Dissertations/Theses, 2013-:** 0**# of Courses taught, 2016-18:** 1**Specializations:** Jewish Law and Culture, Torah Commentary, Jewish Literature**Overseas Experience:** Israel**Recent Distinctions:****Academic Experience:**

Senior Rabbinic Educator at Kevah

Senior Jewish Educator at Berkeley Hillel, 2012

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Katz, Ethan**History****Title:** Associate Professor of History**Language Proficiency: Language****Pedagogy:** N/A**Education:**

Ph.D., History, University of Wisconsin-Madison, 2009

B.A., Amherst College, 2002

Tenure Status: Tenured**Area Expertise %:** 75%**# of Publications, 2013-:** 5**# of Dissertations/Theses, 2013-:** 0**# of Courses taught, 2016-18:** 0**Specializations:** Historian of modern Europe and the Mediterranean, with specialties in the history of modern France and its empire and modern Jewish history.**Overseas Experience:****Recent Distinctions:** Fellowship, Katz Center for Advanced Judaic Studies, University of Pennsylvania, 2009-2010.**Academic Experience:**

Assistant Professor, College of Arts & Sciences, University of Cincinnati

Kazmi, Asma**Art Practice****Title:** Assistant Professor of Art Practice**Language Proficiency:** Urdu-5**Language Pedagogy:** N/A**Education:**

M.F.A., School of the Art Institute of Chicago, 2007

B.F.A., Massachusetts College of Art, 2002

Tenure Status: Tenure Eligible**Area Expertise %:** 50%**# of Publications, 2013-:****# of Dissertations/Theses, 2013** 0**# of Courses taught, 2016-18:** 4**Specializations:** Transdisciplinary and Performative Art, Relational Media**Overseas Experience:** India, France, Argentina, Chile, Brazil, Belgium**Recent Distinctions:** Faculty Research Grant, Fulbright Research Award**Academic Experience:**

Art Program, California Institute of the Arts, Valencia, CA

Kansas City Art Institute, Kansas City, MO

School of the Art Institute of Chicago, IL

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Kern, Richard**Berkeley Language Center**

Title: Director of the Berkeley Language Center**Tenure Status:** Tenured**Language Proficiency:** French-5, Spanish-5, Italian-3**Area Expertise %:** 12%**Language Pedagogy:****# of Publications, 2013-:** 6**Education:****# of Dissertations/Theses, 2013-:** 0

Ph.D., University of California Berkeley, 1988

of Courses taught, 2016-18: 0

M.A., University of California Berkeley, 1983

B.A., Romance Language, UCSC, 1979

Specializations: French language and linguistics, applied linguistics, second language acquisition, foreign language pedagogy, psycholinguistics, reading, writing, and linkages between technology and literacy**Overseas Experience:** France**Recent Distinctions:** Townsend Center for the Humanities Disciplinary Innovation**Academic Experience:**

Professor of French, University of California Berkeley, 2013-Present

Acting Chair, Department of French, University of California Berkeley, 2014-2015

Associate Professor, Department of French, University of California Berkeley, 1999-2013

Khankan, Nathalie**Near Eastern Studies - Arabic**

Title: Lecturer in Arabic**Tenure Status:** Lecturer**Language Proficiency:** Arabic-5, Danish-5, German-4**Area Expertise %:** 100%**Language Pedagogy:****# of Publications, 2013-:****Education:****# of Dissertations/Theses, 2013** 0

Ph.D., UC Berkeley, 2009

of Courses taught, 2016-18: 3

M.A., University of Copenhagen, 2001

Specializations: Arabic language and literature**Overseas Experience:** West Bank; Denmark**Recent Distinctions:****Academic Experience:** Lecturer in Arabic Literature, UC Berkeley 2013-present

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Kricheli-Katz, Tamar**Legal Studies****Title:** Visiting Professor of Law**Language Proficiency:** Hebrew-5; Arabic-3; Spanish-3**Language Pedagogy:** N/A**Education:**

PhD, Stanford University, 2012

JSM, Stanford University School of Law, 2005

Tenure Status: Visiting Faculty**Area Expertise %:** 100%**# of Publications, 2013-:** 3**# of Dissertations/Theses, 2013-:** N/A**# of Courses taught, 2016-18:** 1**Specializations:** International Legal Studies, Anti-Discrimination Law, Empirical Legal Studies**Overseas Experience:** Israel**Recent Distinctions:****Academic Experience:**

Visiting Professor of Law, UC Berkeley School of Law, 2016-2017

Visiting Professor of Law, Stanford Law School, 2011

Kronfeld, Chana**Comparative Literature; Near Eastern Studies - Hebrew****Title:** Professor of Modern Hebrew, Yiddish, and Comparative Literature**Language Proficiency:** Hebrew-5**Language Pedagogy:****Education:**

Ph.D., University of California at Berkeley, 1983

M.A., University of California at Berkeley, 1977

B.A., Tel Aviv University, 1971

Tenure Status: Tenured**Area Expertise %:** 100%**# of Publications, 2013-:** 4**# of Dissertations/Theses, 2013-:** 12**# of Courses taught, 2016-18:** 10**Specializations:** Role of ideology in literary history & Hebrew Literature**Overseas Experience:** Israel**Recent Distinctions:****Academic Experience:**

1971-1975, Teaching Associate, Tel Aviv University

1969-71 Instructor of English and American literature, Tel Aviv Community College

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Larkin, Margaret**Near Eastern Studies - Arabic**

Title: Professor of Arabic Literature**Tenure Status:** Tenured**Language Proficiency:** Arabic-5; French-4; Spanish-3**Area Expertise %:** 100%**Language Pedagogy:** Center for Arabic Language Study Abroad**# of Publications, 2013-:** 2**Education:****# of Dissertations/Theses, 2013** 6

Ph.D., Columbia University, 1989

of Courses taught, 2016-18: 6

M.A., New York University, 1980

B.A., New York University, 1976

Specializations: Medieval Arabic Literature, Modern Arabic Literature, Islamic Studies, Arabic**Overseas Experience:** Egypt, Morocco**Recent Distinctions:****Academic Experience:**

Professor, University of California Berkeley, 1997-present

Assistant Professor, Princeton University, 1989-1997

Language Instructor, State University of New York at Binghamton, 1988-1989

Language Instructor, Columbia University, 1985-1986

Laymoun, Nawal**Near Eastern Studies - Arabic**

Title: Lecturer in Arabic**Tenure Status:** Visiting Lecturer**Language Proficiency:** Arabic-5**Area Expertise %:** 100%**Language Pedagogy:** STARTALK teacher training**# of Publications, 2013-:****Education:****# of Dissertations/Theses, 2013** 0

M.A., National University, 2010

of Courses taught, 2016-18: 3**Specializations:** Arabic Language, Language Immersion Pedagogy**Overseas Experience:****Recent Distinctions:****Academic Experience:**

Lecturer, Elementary & Intermediate Arabic, Near Eastern Studies Department, UC Berkeley, 2016-17

Lecturer, University of California, Berkeley, Extension, 2003-2008

Arabic Instructor, San Jose City College, 2012-Present

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Lenssen, Anneka**History of Art****Title:** Assistant Professor of Global Modern Art**Language Proficiency:** Arabic-4**Language Pedagogy:** N/A**Education:**

Ph.D., Massachusetts Institute of Technology, 2014

B.A. in Studio Art, Kenyon College, 2001

Tenure Status: Tenure Eligible**Area Expertise %:** 100%**# of Publications, 2013-:** 14**# of Dissertations/Theses, 2013:** 0**# of Courses taught, 2016-18:** 6**Specializations:** Cultural politics of the Middle East, Modern painting, contemporary visual practices**Overseas Experience:** Egypt, Syria**Recent Distinctions:** 2017–2018 Hellman Family Faculty Fellowship, UCB**Academic Experience:**

2014– Asst Professor of Global Modern Art, History of Art Department, UCB

2013–2014 Director, Visual Cultures Program, The American University in Cairo

2012–2014 Asst Professor of Theory, History and Criticism, The American University in Cairo

Lucarelli, Rita**Near Eastern Studies****Title:** Assistant Professor of Egyptology**Language Proficiency:****Language Pedagogy:** N/A**Education:**

Ph.D., Leiden University, 2005

M.A., Egyptology, Leiden University, 1998

Tenure Status: Tenure Eligible**Area Expertise %:** 100%**# of Publications, 2013-:** 11**# of Dissertations/Theses, 2013:** 1**# of Courses taught, 2016-18:** 10**Specializations:** Religion of ancient Egypt; ancient Egyptian material culture and art; ancient Egyptian religious iconography; hieratic magical and funerary texts, Digital Humanities.**Overseas Experience:** Germany, Italy, Egypt**Recent Distinctions:** DAAD grant Bonn 2017**Academic Experience:**

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Luzon, Danny**Jewish Studies****Title:** Graduate Student Instructor**Tenure Status:** Graduate Student Instructor**Language Proficiency:** Hebrew-5; Yiddish-2**Area Expertise %:** 50%**Language Pedagogy:** N/A**# of Publications, 2013-:****Education:****# of Dissertations/Theses, 2013:** N/A

Ph.D. Candidate, Comparative Literature, UC Berkeley

of Courses taught, 2016-18: 1

M.A., Tel Aviv University, 2012

B.A., Tel Aviv University, 2008

Specializations: Jewish Literature**Overseas Experience:** Israel**Recent Distinctions:****Academic****Experience:****Mackil, Emily****History****Title:** Associate Professor of History**Tenure Status:** Tenured**Language Proficiency:****Area Expertise %:** 25%**Language Pedagogy:** N/A**# of Publications, 2013-:** 10**Education:****# of Dissertations/Theses, 2013-:** 4

PhD, Princeton University, 2003

of Courses taught, 2016-18: 1

MA, Princeton University, 2000

BA, University of Oxford, 1997

BA, ST Johns College, 1994

Specializations: Antiquity, Urban life in ancient Mediterranean**Overseas Experience:****Recent Distinctions:** Winner of the Charles J. Goodwin Award of Merit, 2016**Academic Experience:**

Associate Professor, Department of History, UC Berkeley, 2012-present

Assistant Professor, Department of History, UC Berkeley, 2005-2012

Assistant Professor, Wesleyan University, 2003-2005

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Maher, Lisa

Anthropology

Title: Assistant Professor of Anthropology

Tenure Status: Tenure Eligible

Language Proficiency: Arabic-5

Area Expertise %: 100%

Language Pedagogy: N/A

of Publications, 2013-: 3

Education:

of Dissertations/Theses, 2013 2

Ph.D. Department of Anthropology, University of Toronto

of Courses taught, 2016-18: 6

Specializations: Prehistoric Archaeology, Geoarchaeology, Micromorphology, Paleolithic, Epipalaeolithic and Neolithic periods, archaeological method and theory, emergence of social complexity, Near Eastern, North African and Arabian Prehistory, Public Archaeology

Overseas Experience: Jordan, Syria, Azerbaijan

Recent Distinctions:

Academic Experience:

University of Cambridge, Social Science and Humanities Research Council of Canada Postdoctoral Fellow 2005-2007

Research Associate: Epipalaeolithic Foragers in Azraq Project

Matambanadzo, Mary Khalil

Center for Middle Eastern Studies

Title: Administrative Coordinator

Tenure Status: N/A

Language Proficiency: Coptic-5; Arabic-5; Spanish-2

Area Expertise %: 100%

Language Pedagogy: N/A

of Publications, 2013-:

Education:

of Dissertations/Theses, 2013 N/A

B.A., Pitzer College

of Courses taught, 2016-18: N/A

Certificate, Intercultural Communication Institute

Specializations: Public Administration, Public Relations, Business Administration

Overseas Experience:

Recent Distinctions:

Academic

Experience:

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Mavroudi, Maria**History****Title:** Professor of History**Language Proficiency:** Arabic-4; Coptic-4; Latin-5; French-4**Language Pedagogy:** N/A**Education:**

Ph.D., Harvard University, 1998

M.A., Harvard University, 1992

B.A., University of Thessaloniki, 1990

Tenure Status: Tenured**Area Expertise %:** 75%**# of Publications, 2013-:** 7**# of Dissertations/Theses, 2013-:** 4**# of Courses taught, 2016-18:** 3**Specializations:** Byzantium and the Arabs, Byzantine and Islamic science.**Overseas Experience:** Greece, Egypt, Syria**Recent Distinctions:****Academic Experience:**

Professor, UC Berkeley, 2008-present

Professor, Princeton University, 2006-2008

Associate Professor, UC Berkeley, 2005-2008

Assistant Professor, UC Berkeley, 2002-2005

McGirk, Timothy**Journalism****Title:** Lecturer in Journalism**Language Proficiency:****Language Pedagogy:** N/A**Education:**

BS, Journalism, UC Berkeley, 1974

Tenure Status: Lecturer**Area Expertise %:** 25%**# of Publications, 2013-:****# of Dissertations/Theses, 2013** N/A**# of Courses taught, 2016-18:** 1**Specializations:** Investigative Journalism, International Affairs, Magazine Writing**Overseas Experience:****Recent Distinctions:****Academic Experience:**

UC Berkeley Investigative Reporting Program 2011-Present

Title: Assistant Professor of Arabic Literature and Spanish

Language Proficiency: Arabic-5; Spanish-4; French-3

Language Pedagogy:

Education:

Ph.D. University of Virginia, 2017

M.A. Villanova University, 2013

B.A. Damascus University, Syria, 2011

Tenure Status: Tenure Eligible

Area Expertise %: 50%

of Publications, 2013-: 1

of Dissertations/Theses, 2013 0

of Courses taught, 2016-18: 1

Specializations: Medieval & Early Modern Iberian literature; Historiography in Al-Andalus

Overseas Experience: Spain, Lebanon, Syria, Tunisia

Recent Distinctions: Dissertation Fellowship, University of Virginia 2017

Academic Experience:

Graduate Teaching Assistant, University of Virginia, 2013-2017

Project Manager: TEACHERTalk, University of Virginia, 2014

Title: Lecturer in Near Eastern Archaeology;

Director of Center for Silk Road Studies

Language Proficiency: Persian-5; French-5; Dutch-5

Language Pedagogy: N/A

Education:

Ph.D. University of California, Berkeley, 1999

Doctorandus, University of Leiden, 1992

B.A., University of Amsterdam, 1986

Tenure Status: Lecturer

Area Expertise %: 25%

of Publications, 2013-:

of Dissertations/Theses, 2013 0

of Courses taught, 2016-18: 4

Specializations: Central Asia, Archaeology of the Silk Route, Art History

Overseas Experience: Uzbekistan, France, Sri Lanka, Armenia

Recent Distinctions:

Academic Experience:

Spring 2009, Visiting Assistant Professor, Mills College

1997-Present, Lecturer, University of California Berkeley

Title: Persian Language Coordinator; Lecturer

Language Proficiency: Persian-5; English-4; Arabic-1

Language Pedagogy: Technology workshops at UWM

Education:

Ph.D., University of Wisconsin-Madison, 2017

M.A., University of Tehran, Iran, 2007

B.A., English literature, Lorestan University, 2003

Tenure Status: Lecturer

Area Expertise %: 100%

of Publications, 2013-:

of Dissertations/Theses, 2013 0

of Courses taught, 2016-18: 6

Specializations: Foreign language acquisition and pedagogy with emphasis on developing pedagogical materials for the language classroom, motivation in language learning and the role of learner attitudes in L2 motivation

Overseas Experience: Iran

Recent Distinctions: Conference Presentation Grant, University of Wisconsin-Madison

Academic Experience:

Persian Coordinator and Lecturer, NES, 2016-Present

Persian instructor at the University of Wisconsin-Madison, 2009-2016

Synchronous distance teaching; University of Minnesota, 2014-16

Fulbright foreign language teaching assistant, 2007-08

Title: Professor of Gender and Women's Studies

Language Proficiency: Farsi-5

Language Pedagogy: N/A

Education:

Postdoctoral Studies, UC Berkeley, 1992

Ph.D., University of Montréal, 1990

M.A., University of Tehran, Iran 1982

B.A., University of Tehran, Iran, 1976

Tenure Status: Tenured

Area Expertise %: 100%

of Publications, 2013-: 3

of Dissertations/Theses, 2013 0

of Courses taught, 2016-18: 6

Specializations: Iranian Cultural Politics and Diasporas, Post-Colonial and Transnational Feminist Theories

Overseas Experience: Iran

Recent Distinctions: Yale Material/Visual Cultures Initiative Fellowship, 2009.

Academic Experience:

2006-Present, Associate Professor, Gender Women's Studies Department, UC Berkeley

2011-2006, Chair, Women Studies Department, San Francisco State University

Mohamed, Haitham**Near Eastern Studies - Arabic**

Title: Lecturer in Arabic**Language Proficiency:** Arabic-5; English-5; French-2**Language Pedagogy:** Language Teaching and Technology

Berkeley Language Center

Education:

MA, TAFL, American University in Cairo, 2009

BA, Mansoura University, 2002

Tenure Status: Lecturer**Area Expertise %:** 100%**# of Publications, 2013-:** 1**# of Dissertations/Theses, 2013** 0**# of Courses taught, 2016-18:** 6**Specializations:** Language and Linguistics, Education, Translation, Comparative Analysis and Literature**Overseas Experience:** Egypt**Recent Distinctions:** TAFL Fellowship, American University in Cairo Fall 201**Academic Experience:**

Arabic Instructor, UC Berkeley; 2013-present

Arabic Instructor, American University in Cairo, Egypt, 2009 - 2013

Monshipouri, Mahmood**Political Science**

Title: Visiting Associate Professor**Language Proficiency:** Persian-5**Language Pedagogy:** N/A**Education:**

Ph.D., University of Georgia, 1987

Tenure Status: Visiting Faculty**Area Expertise %:** 100%**# of Publications, 2013-:** 4**# of Dissertations/Theses, 2013-:** N/A**# of Courses taught, 2016-18:** 3**Specializations:** Human Rights, Identity Construction, and Globalization in the Muslim World**Overseas Experience:** Iran**Recent Distinctions:****Academic Experience:**

Visiting Associate Professor Berkeley, 2013-present

Professor, International Relations, San Francisco State University

Visiting Fellow, Yale University, 2003-2006

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Title: Taisei Professor of Civil Engineering**Language Proficiency:** Arabic-5**Language Pedagogy:** N/A**Education:**

Ph.D., Cornell University, 1996

M.S., Cairo University, 1991

B.S., Civil Engineering, Cairo University, 1988

Tenure Status: Tenured**Area Expertise %:** 25%**# of Publications, 2013-:** 7**# of Dissertations/Theses, 2013-:** 18**# of Courses taught, 2016-18:** 0**Specializations:** Civil Engineering, Energy Efficiency, Machine Learning**Overseas Experience:** China, Turkey, Japan, Egypt, Saudi Arabia**Recent Distinctions:** CEE Distinguished Lecture, Western University 2015**Academic Experience:**

Chair, Al Falah Program in Science and Engineering, 2016-present

Director, Pacific Earthquake Engineering Research (PEER) Center 2016-present

High End Foreign Expert, Tongji University, 2015-2017

Nader, Laura**Anthropology**

Title: Professor of Anthropology**Language Proficiency:** Lebanese Arabic-5; Spanish-4**Language Pedagogy:** N/A**Education:**

Ph.D., Radcliffe College, 1961

B.A., Wells College, 1952

El Colegio de Mexico (Smith College), 1950-1951

Tenure Status: Tenured**Area Expertise %:** 50%**# of Publications, 2013-:****# of Dissertations/Theses, 2013** 0**# of Courses taught, 2016-18:** 3**Specializations:** Cultural anthropology; Middle East anthropology; Lebanon; Orientalism; Occidentalism, Anthropological Methods**Overseas Experience:** Lebanon, Mexico**Recent Distinctions:** Harry Kalven Prize, Law and Society Association 1995**Academic Experience:**

Positions at UC Berkeley, 1960-present

Title: External Reviewer

Tenure Status: Tenured (University of Arizona)

Language Proficiency: Language

Area Expertise %: 100%

Pedagogy: N/A **Education:**

of Publications, 2013-: 4

Ph.D. Harvard University, Fine Arts, 1987

of Dissertations/Theses, 2013-: N/A

M.A. American University in Cairo, Arabic Studies, 1979

of Courses taught, 2016-18: N/A

B.A. University of California, Berkeley, Art History, 1975

Specializations: Ceramics, Mamluk art and architecture, the urban history of Cairo, revivalism, academic freedom

Overseas Experience: Egypt

Recent Distinctions:

Academic Experience:

Associate Professor of Middle Eastern Art & Architecture, University of Arizona

Noreña, Carlos

History

Title: Associate Professor of History

Tenure Status: Tenured

Language Proficiency:

Area Expertise %: 50%

Language Pedagogy: N/A

of Publications, 2013-: 2

Education:

of Dissertations/Theses, 2013-: 5

Ph.D., Ancient History, University of Pennsylvania, 2001

of Courses taught, 2016-18: 1

M.A., Ancient History, University of Pennsylvania, 1997

B.A., History, University of California Berkeley, 1993

Specializations: Ancient History, Philology, Cultural History of Rome, Ancient Near East

Overseas Experience: Spain, Netherlands, Germany, Italy

Recent Distinctions: Distinguished Teaching Award, Social Science Division, University of California Berkeley, 20

Academic Experience:

Associate Professor, Department of History, University of California Berkeley, 2011- present

Assistant Professor, Department of History, University of California Berkeley, 2005-2011

Assistant Professor, Department of Classics and History, Yale, 2002-2005

Title: Assistant Adjunct Professor of Jewish Thought

Tenure Status: Security of Employment

Language Proficiency: Hebrew-5

Area Expertise %: 100%

Language Pedagogy: N/A

of Publications, 2013-:

Education:

of Dissertations/Theses, 2013-: 0

J.D., Yeshiva University, 1999

of Courses taught, 2016-18: 3

Ph.D. Jewish Thought, Hebrew University of Jerusalem, 1992

MA, Biblical Theology, Portuguese Catholic University, 1980

Specializations: Modern Jewish Thought, Comparative Religions, Legal Philosophy

Overseas Experience: Israel, Italy, Portugal

Recent Distinctions:

Academic Experience:

Assistant Adjunct Professor of Jewish Thought, University of California Berkeley 2012- present

Lecturer, Stanford University, -2012

Title: Graduate Student Instructor

Tenure Status: Graduate Student Instructor

Language Proficiency:

Area Expertise %: 100%

Language Pedagogy: N/A

of Publications, 2013-:

Education:

of Dissertations/Theses, 2013-: N/A

B.A., Mathematics, Princeton University, 2003

of Courses taught, 2016-18: 1

M.A., Near Eastern Studies, UCLA, 2010

M.A., Linguistics, UCSC, 2013

Specializations: Babylonian astronomy; comparison of ancient writing systems

Overseas Experience: Syria, China

Recent Distinctions: Academic Experience:

Graduate Student Instructor, UC Berkeley

Pandolfo, Stefania**Anthropology**

Title: Associate Professor of Anthropology
Language Proficiency: Italian-5; Arabic-4; French-5
Language Pedagogy: N/A
Education:

Ph.D., Princeton University, 1991

M.A., Princeton University, 1989

M.A., Washington University, 1982

B.A., University of Naples, 1980

Specializations: Morocco and the Maghreb; Middle East Anthropology; Islam Sufism; Maghribi migration to Europe

Overseas Experience: Morocco

Recent Distinctions:

Academic Experience:

Associate Professor, UC Berkeley

Assistant Professor, UC Berkeley

Tenure Status: Tenured

Area Expertise %: 100%

of Publications, 2013-: 1

of Dissertations/Theses, 2013-: 13

of Courses taught, 2016-18: 9

Payvar, Behnoosh**Legal Studies**

Title: Visiting Lecturer
Language Proficiency: English-4; Persian-5; Swedish-2
Language Pedagogy: N/A
Education:

Ph.D., University of Tübingen (Germany) & Lund University (Sweden)

Tenure Status: Visiting Lecturer

Area Expertise %: 100%

of Publications, 2013-: 8

of Dissertations/Theses, 2013-: N/A

of Courses taught, 2016-18: 1

Specializations: Law and social change; youth culture; society, law and religion of Islam

Overseas Experience: Sweden, Germany, Iran, India, Denmark

Recent Distinctions:

Academic Experience:

Berkeley School of Law, Center of the Study of Law and Society

Visiting Scholar, 2016- Present

Stanford Law School, Visiting Researcher, May–September, 2015

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Title: Lecturer in Akkadian

Language Proficiency: Akkadian-5; Sumerian-5; Latin-3

Language Pedagogy:

Education:

Ph.D., Yale University, 1982

M.A., Yale University, 1980

B.A., Yale University, 1977

Tenure Status: Lecturer

Area Expertise %: 100%

of Publications, 2013-: 5

of Dissertations/Theses, 2013 0

of Courses taught, 2016-18: 5

Specializations: Assyriology, Akkadian

Overseas Experience: Syria

Recent Distinctions:

Academic Experience:

1985-2008, Research Affiliate, Yale University

1983-1993, Lecturer, University of Connecticut Stamford

Title: Visiting Professor

Language Proficiency: Hebrew-5

Language Pedagogy: N/A

Education:

MA, Hebrew University, 2004

BA, University of Haifa, 2000

Tenure Status: Visiting Faculty

Area Expertise %: 100%

of Publications, 2013-: 2

of Dissertations/Theses, 2013 N/A

of Courses taught, 2016-18: 1

Specializations: Jewish Renewal, Contemporary Spirituality, Religiosity in Israel

Overseas Experience: Israel

Recent Distinctions:

Academic Experience:

Research Fellow, Shalom Hartman Institute

Lecturer, Tel-Aviv University

Philliou, Christine**History**

Title: Associate Professor of History
Language Proficiency: Ottoman Turkish-3
Language Pedagogy: N/A
Education:
 Ph.D History, Princeton University, 2004
 M.A., Princeton University, 1998
 B.A. History, Columbia University, 1994

Tenure Status: Tenured
Area Expertise %: 100%
of Publications, 2013-: 4
of Dissertations/Theses, 2013-: 0
of Courses taught, 2016-18: 8

Specializations: Social History, Ottoman Empire, Modern Turkey and Greece

Overseas Experience: Turkey, Greece

Recent Distinctions: 2018 Frederick Burkhardt Residential Fellow

Academic Experience:

Visiting Fellow, Shelby Cullom Davis Center for Historical Studies, Princeton University, Spring 2012
 Associate Professor, Department of History, Columbia University, New York, New York, 2012-
 Lecturer, Yale University, 2004-2006

Pirnazar, Jaleh**Near Eastern Studies - Persian**

Title: Continuing Lecturer in Persian
Language Proficiency: Persian-5; French-2; Turkish-2
Language Pedagogy: Regularly attends pedagogy workshops at the BLC.
Education:
 Ph.D., University of California at Berkeley, 1980

Tenure Status: Security of Employment
Area Expertise %: 100%
of Publications, 2013-:
of Dissertations/Theses, 2013-: N/A
of Courses taught, 2016-18: 2

Specializations: Persian, Persian pedagogy; Modern Persian literature; Iranian-Jewish history and literature

Overseas Experience: Iran

Recent Distinctions:**Academic Experience:**

Lecturer, UC Berkeley, 1980-Present

Porter, Benjamin**Near Eastern Studies**

Title: Associate Professor of Near Eastern Archaeology;
Director of Hearst Museum

Language Proficiency: Arabic-5; French-4; German-3

Language Pedagogy: N/A

Education:

Ph.D., University of Pennsylvania, 2007

B.A., University of Wyoming, 1997

Tenure Status: Tenured

Area Expertise %: 100%

of Publications, 2013-: 2

of Dissertations/Theses, 2013-: 4

of Courses taught, 2016-18: 5

Specializations: Critical social theory, the anthropology of tourism, Near Eastern Archaeology's intellectual history, Near Eastern Archeology

Overseas Experience: Syria, Jordan

Recent Distinctions:**Academic Experience:**

2007-2008, Faculty Lecturer, Princeton University

2004-2007, Instructor, University of Pennsylvania

Rabinow, Paul**Anthropology**

Title: Professor of Anthropology

Language Proficiency: French-5; Moroccan Arabic-3; German-5

Language Pedagogy: N/A

Education:

Ph.D., University of Chicago, 1970

M.A., University of Chicago, 1967

Ecole Pratique des Hautes Etudes, 1965-66

B.A., University of Chicago, 1965

Tenure Status: Tenured

Area Expertise %: 25%

of Publications, 2013-: 3

of Dissertations/Theses, 2013-: 2

of Courses taught, 2016-18: 1

Specializations: Cultural anthropology; Colonialism and postcolonialism; Modernity; Migration studies; Anthropology of Violence and Health

Overseas Experience: Morocco, Egypt, France

Recent Distinctions: Fulbright Professor at the National Museum in Rio de Janeiro (1987).

Academic Experience:

Professor of Anthropology, University of California Berkeley, 1978-present

Visiting Fulbright Professor, National Museum in Rio de Janeiro, 1987

Visiting Fulbright Professor at the University of Iceland, 1999

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Title: Associate Professor of Egyptian Archaeology
Language Proficiency: French-3; German-2; Arabic-1
Language Pedagogy: N/A
Education:

Ph.D., University of Chicago, 1989

M.T.S., Harvard University, 1976

B.A., Oberlin College, 1974

Tenure Status: Tenured

Area Expertise %: 100%

of Publications, 2013-:

of Dissertations/Theses, 2013-: 1

of Courses taught, 2016-18: 14

Specializations: Archaeology; Egyptology; Ancient cultures

Overseas Experience: Egypt

Recent Distinctions: Mellon Library Teaching Fellow, UC Berkeley, 2004-2005

Academic Experience:

University of California, Berkeley; Associate Professor of Egyptian Archaeology, Near Eastern Studies Department, 1998-present (Assistant Professor 1992-1998; Lecturer 1990- 1992)
 Curator of Egyptian Archaeology, Hearst Museum of Anthropology 1998-present

Title: Visiting Professor
Language Proficiency: Hebrew-5
Language Pedagogy: N/A
Education:

Ph.D., Massachusetts Institute of Technology, 2006

B.A., Mathematics and Philosophy, Tel Aviv University, 1994

Tenure Status: Visiting Faculty

Area Expertise %: 100%

of Publications, 2013-:

of Dissertations/Theses, 2013 N/A

of Courses taught, 2016-18: 1

Specializations: Labor Economics and Macroeconomics, Unemployment, Income Inequality, Discrimination

Overseas Experience: Israel

Recent Distinctions:

Academic Experience:

Lecturer, The Eitan Berglas School of Economics, Tel Aviv University, 2008-present

Title: Visiting Associate Professor of Comparative Civil Law

Language Proficiency: Hebrew-5

Language Pedagogy: N/A

Education:

LL.B., Hebrew University of Jerusalem, 1994

LL.M., UC Berkeley School of Law, 1996

S.J.D., University of Toronto, 2000

Tenure Status: Visiting Faculty

Area Expertise %: 100%

of Publications, 2013-:

of Dissertations/Theses, 2013 N/A

of Courses taught, 2016-18: 1

Specializations: Models of Regulation, Neo-institutionalism, Separation of Powers, Theories of Judicial Review, Human Rights

Overseas Experience: Israel

Recent Distinctions: Israeli Science Foundation Award

Academic Experience:

Associate Professor of Law, University of Haifa, 2006-present

Title: UCBHSSP Director

Language Proficiency:

Language Pedagogy: N/A

Education:

Ph. D., University of California, Berkeley, History, 2005

M.A., University of California, Berkeley, History, 2000

B.A., Barnard College, American Studies, 1996

Tenure Status: N/A

Area Expertise %: 12%

of Publications, 2013-:

of Dissertations/Theses, 2013 N/A

of Courses taught, 2016-18: N/A

Specializations: K-12 Education

Overseas Experience: China

Recent Distinctions: Summer Research Grant, SUNY Cortland, Summer 2007.

Academic Experience:

Instructor, Oral English and American Culture, Guizhou University, Peace Corps, China July 2009-July 2010

Assistant Professor, History and Social Studies, SUNY Cortland, Cortland, New York Aug 2005-Aug 2008

Title: Graduate Student Instructor**Tenure Status:** Graduate Student Instructor**Language Proficiency:** Arabic-5**Area Expertise %:** 100%**Language Pedagogy:** N/A**# of Publications, 2013-:****Education:****# of Dissertations/Theses, 2013** N/A

Ph.D. candidate, History of Philosophy and Science, UC Berkeley

of Courses taught, 2016-18: 1**Specializations:** Islamic Law, Intellectual History of Arabic and Persian Resources**Overseas Experience:****Recent Distinctions:****Academic Experience:** Graduate Student Instructor, University of California Berkeley**Title:** Lecturer in Egyptology**Tenure Status:** Lecturer**Language Proficiency:** German-5; Portuguese-5; French-4**Area Expertise %:** 100%**Language Pedagogy:** N/A**# of Publications, 2013-:** 2**Education:****# of Dissertations/Theses, 2013-:** 0

Ph.D., University of California, Berkeley, 2012

of Courses taught, 2016-18: 5

B.A., Music, Stanford University

Specializations: Ancient Egyptian religion, Egyptian art and archaeology, ancient literacy**Overseas Experience:****Recent Distinctions:****Academic Experience:** Graduate Student Instructor, University of California Berkeley

Title: Graduate Student Instructor**Tenure Status:** Graduate Student
Instructor**Language Proficiency:****Area Expertise %:** 100%**Language Pedagogy:** N/A**# of Publications, 2013-:****Education:****# of Dissertations/Theses, 2013** N/A

Ph.D., Islamic Studies, UCLA, 2018

of Courses taught, 2016-18: 1

M.A., Islamic Studies, Claremont Graduate University, 2011

Specializations: Islamic Law, Origins of the Hudud, Comparative Criminal Law**Overseas Experience:****Recent Distinctions:****Academic Experience:** Graduate Student Instructor, UC Berkeley**Title:** Visiting Professor**Tenure Status:** Visiting Faculty**Language Proficiency:** Hebrew-5**Area Expertise %:** 100%**Language Pedagogy:** N/A**# of Publications, 2013-:** 1**Education:****# of Dissertations/Theses, 2013** N/A

Ph.D. in Law, Faculty of Law, Bar-Ilan University, 2011

of Courses taught, 2016-18: 1

LLM, Faculty of Law, Hebrew University of Jerusalem, 2005

LLB, Faculty of Law, Bar-Ilan University, 2003

Specializations: Criminal Law and Procedure, Non-Adversarial Criminal Justice, Interface between Criminal and Constitutional Law**Overseas Experience:** Israel**Recent Distinctions:** Cheshin Prize for Academic Excellence in Legal Research, 2014**Academic Experience:**

Associate Professor at the Bar-Ilan University Faculty of Law

Academic Director of the Legal Aid Clinic for Violence against Women, 2004-2009

Visiting Professor, Hebrew University of Jerusalem, 2008-2010

Title: Graduate Student Instructor

Tenure Status: Graduate Student Instructor

Language Proficiency: English-5; Arabic-3; French-3

Area Expertise %: 100%

Language Pedagogy: One on One training with Arabic Coordinator

of Publications, 2013-: 1

Education:

of Dissertations/Theses, 2013 N/A

Ph.D. in progress at UCB

of Courses taught, 2016-18: 2

M.A., Pennsylvania State University, 2016

B.A., Indiana University, Bloomington, 2011

Specializations: Arabic poetry and poetics, Aesthetics, Critical Theory, Translation and Intertextuality Studies

Overseas Experience: Qatar

Recent Distinctions: Foreign Language and Area Studies Fellowship, Academic Year 2016-2017 (Hebrew)

Academic Experience:

Arabic Instructor, Pennsylvania University

Arabic Instructor, University of California, Berkeley

Graduate Student Instructor R1A, Summer Session at UCB

Sato, Nancy

Evaluation

Title: Outreach Program Evaluator

Tenure Status: N/A

Language Proficiency:

Area Expertise %: 12%

Language Pedagogy: N/A

of Publications, 2013-:

Education:

of Dissertations/Theses, 2013 N/A

Ph.D. Stanford School of Education in 1991

of Courses taught, 2016-18: N/A

M.A. in East Asian Studies, Stanford University

Master's degree in Educational Evaluation, Stanford University

B.A. from Harvard College

Specializations: Educational Researcher and Program Evaluator

Overseas Experience: Japan

Recent Distinctions: 2000: Harvard Varsity Club, Hall of Fame Year 2000 Inductee

Academic Experience:

Multicultural Education Specialist, Boston Children's Museum

Program Evaluator, San Mateo County Summer Institute on China, 2007-Presen

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Title: Visiting Professor

Language Proficiency: Hebrew-5

Language Pedagogy: N/A

Education:

PhD, Industrial Relations, University of Wisconsin

MSc, Industrial Relations, 1972

BA, Public Administration, Victoria University, 1970

Tenure Status: Visiting Faculty

Area Expertise %: 100%

of Publications, 2013-: 9

of Dissertations/Theses, 2013 N/A

of Courses taught, 2016-18: 2

Specializations: Comparative Political Economy of Rich Democracies, Politics and Political Economy of Israel

Overseas Experience: Israel

Recent Distinctions:

Academic Experience:

Professor Emeritus, Hebrew University

Chair, Sociology & Anthropology, Hebrew University

Title: Lecturer in Arabic

Language Proficiency: Arabic-5; French-5; English-5

Language Pedagogy:

Education:

M.A., Abdelmalek Esadi University, 2008

B.A., Abdelmalek Esadi University, 2006

Diploma of General University Studies

Tenure Status: Visiting Lecturer

Area Expertise %: 100%

of Publications, 2013-:

of Dissertations/Theses, 2013 0

of Courses taught, 2016-18: 1

Specializations: Arabic Language

Overseas Experience: Morocco

Recent Distinctions:

Academic Experience:

Institute Lerhundi Martil, Morocco

Teaching Arabic, French, and English Arsalan High School Tangier, Morocco

Spagnolo, Francesco**Music****Title:** Associate Adjunct Professor of Music;**Tenure Status:** Security of Employment

Curator of The Magnes Collection of Jewish Art and Life

Area Expertise %: 50%**Language Proficiency:** Italian-5**# of Publications, 2013-:****Language Pedagogy:** N/A**# of Dissertations/Theses, 2013****Education:****# of Courses taught, 2016-18:** 5

PhD, The Hebrew University of Jerusalem, 2007

Laurea, Università degli Studi di Milano, Italy, 1994

B.A. Conservatorio di Musica "G. Verdi" di Milano, Italy, 1986

Specializations:**Overseas Experience:** Italy**Recent Distinctions:****Academic Experience:** Taught at University of Milan (Philosophy dept.) and UC Santa Cruz. Curator of The Magnes Collection of Jewish Art and Life and a Lecturer in the Department of Music at the University of California, Berkeley.**Strieff, Daniel****History****Title:** Visiting Lecturer**Tenure Status:** Visiting Lecturer**Language Proficiency:****Area Expertise %:** 100%**Language Pedagogy:** N/A**# of Publications, 2013-:** 9**Education:****# of Dissertations/Theses, 2013:** N/A

Ph.D., London School of Economics, 2012

of Courses taught, 2016-18: 1**Specializations:** US Foreign Policy in the Middle East, First Arab Israeli War**Overseas Experience:****Recent Distinctions:** Winner of Class Teacher Award for work on LSE100 course (2015)**Academic Experience:** LSE Teaching Fellow, Department of International History, London School of Economics

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Szobel, Ilana

Near Eastern Studies

Title: Visiting Professor

Language Proficiency: Hebrew-5

Language Pedagogy: N/A

Education:

Ph.D., New York University, 2008

M.A., Tel Aviv University

B.A., Tel Aviv University

Tenure Status: Visiting Faculty

Area Expertise %: 100%

of Publications, 2013-: 5

of Dissertations/Theses, 2013: N/A

of Courses taught, 2016-18: 2

Specializations: Modern Hebrew Literature, Israel Studies, Feminist Theory, Psychoanalysis, Trauma Studies, Disability Studies

Overseas Experience: Israel

Recent Distinctions: The Freishtat Accessible Course Excellence in Teaching Grants (FACET), 2017 – 2018

Academic Experience:

Associate Professor of Modern Hebrew Literature, Brandeis University

Tanaka, Terri-Lynn

Near Eastern Studies

Title: Visiting Lecturer

Language Proficiency: Sumerian-3; Akkadian-3; Hittite-3

Language Pedagogy:

Education:

Ph.D., UC Berkeley, 2013

Tenure Status: Visiting Lecturer

Area Expertise %: 100%

of Publications, 2013-: 2

of Dissertations/Theses, 2013: N/A

of Courses taught, 2016-18: 1

Specializations: Mesopotamia; Old Babylonian Period; cuneiform; Sumerian; Akkadian; dress; identity

Overseas Experience: Kurdistan (Iraq), Italy, France, Germany

Recent Distinctions: ASOR Excavation Fellowship

Academic Experience:

GSI; GSR; Visiting Scholar; Visiting Lecturer; Project Analyst

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Taylor, Michael J.**History****Title:** Visiting Lecturer**Tenure Status:** Visiting Lecturer**Language Proficiency:****Area Expertise %:** 50%**Language Pedagogy:** N/A**# of Publications, 2013-:** 3**Education:****# of Dissertations/Theses, 2013-:** 0

Ph.D., University of California, Berkeley, 2015

of Courses taught, 2016-18: 1

M.A., Roman History, University of California, Berkeley, 2009

A.B., History, Princeton University, 2005

Specializations: Greek and Roman History, Roman Military Practices**Overseas Experience:****Recent Distinctions:****Academic Experience:**

Lecturer, Department of History, University of California, Berkeley, 2017-2018

Lecturer, Department of Classics, Santa Clara University, 2016-2017

Postdoctoral Fellow, Clements Center, University of Texas at Austin, 2015-2016

Tlatli, Thoraya (Soraya)**French****Title:** Associate Professor of French**Tenure Status:** Tenured**Language Proficiency:** French-5**Area Expertise %:** 50%**Language Pedagogy:** N/A**# of Publications, 2013-:****Education:****# of Dissertations/Theses, 2013-:** 4

Ph.D., Emory University, 1991

of Courses taught, 2016-18: 8

M.A., John Hopkins University, 1990

M.A., Universite de Montreal, 1984

Specializations: North African Literature, francophone literature, colonial and postcolonial studies, literature and psychoanalysis, twentieth-century continental philosophy**Overseas Experience:** Algeria, Morocco**Recent Distinctions:****Academic Experience:**

Assistant Professor of French, University of Wisconsin-Madison, 2001-2004

Visiting Assistant Professor of French, University of Chicago, Spring 2003

Assistant Professor of French, Princeton University, 1993-2001

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Tugal, Cihan**Sociology**

Title: Associate Professor of Sociology**Language Proficiency:** Turkish-5; French-3; German-2**Language Pedagogy:** N/A**Education:**

Ph.D., University of Michigan, 2003

B.A., Bogazici University, 1997

Tenure Status: Tenured**Area Expertise %:** 100%**# of Publications, 2013-:** 15**# of Dissertations/Theses, 2013-:** 0**# of Courses taught, 2016-18:** 6**Specializations:** Islam and the Middle East, Sociology of religion and culture, political and social movements**Overseas Experience:** Turkey**Recent Distinctions:** Middle East Research Competition (MERC), Lebanese Center for Policy Studies, 2002**Academic Experience:**

Associate Professor, UC Berkeley, 2012-Present

Assistant Professor, UC Berkeley, 2007-2012

Turan, Neyran**Architecture**

Title: Assistant Professor of Architecture**Language Proficiency:** Turkish-5**Language Pedagogy:** N/A**Education:**

Doctor of Design, Harvard University Graduate School of Design

Master of Environmental Design, Yale University School of

Architecture Bachelor of Architecture, Istanbul Technical

University

Tenure Status: Tenure Eligible**Area Expertise %:** 50%**# of Publications, 2013-:** 11**# of Dissertations/Theses, 2013-:** 0**# of Courses taught, 2016-18:** 3**Specializations:** the relationship between geography and design to highlight their interaction for new aesthetic and political trajectories within architecture and urbanism**Overseas Experience:** Turkey**Recent Distinctions:****Academic Experience:**

Assistant Professor, School of Architecture, Rice University

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Veldhuis, Nicolaas**Near Eastern Studies****Title:** Professor of Assyriology**Tenure Status:** Tenured**Language Proficiency:** Cuneiform-5; Syriac-5; Dutch-5**Area Expertise %:** 100%**Language Pedagogy:** N/A**# of Publications, 2013-:****Education:****# of Dissertations/Theses, 2013:** 2

Ph.D., University of Groningen, 1997

of Courses taught, 2016-18: 9**Specializations:** Assyriology, Cuneiform, Ancient Mesopotamian Languages and Culture.**Overseas Experience:** Syria**Recent Distinctions:** Guggenheim Fellowship 2005**Academic Experience:**

Professor of Assyriology, UC Berkeley, 2002-Present

Vivrette, Jason**Near Eastern Studies - Turkish****Title:** Turkish Language Coordinator; Continuing Lecturer**Tenure Status:** Continuing Lecturer**Language Proficiency:** Turkish-5; Arabic-5; Italian-5**Area Expertise %:** 100%**Education:****# of Publications, 2013-:** 4

M.A., Comparative Literature, UC Berkeley, 2010

of Dissertations/Theses, 2013: 0

B.A., Film, University of Southern California, 2002

of Courses taught, 2016-18: 2**Specializations:** Turkish language pedagogy, Middle Eastern cinema, translation studies**Language Pedagogy:**

UC Berkeley Institute of European Studies Foreign Language Teacher Travel Grant, Koç University Ottoman Summer Program, RCAC, Istanbul, Turkey, summer 2017.

UC Berkeley Center for Middle Eastern Studies Andrew Mellon Foundation Research Grant, Koç University Ottoman Summer Program, RCAC, Istanbul, Turkey, summer 2017.

Fulbright U.S. Scholar Research Fellowship, "Bu Memleket Bizim | This Country is Ours: New Literary Geographies and the Turkish Literature Museum Library Initiative", Boğaziçi University, Istanbul, Turkey, 2016-2017.

Presenter, "Technology in the Service of Pedagogy: Towards Symbolic Competence in Turkish," AATT Roundtable, Middle East Studies Association (MESA) 2015 Annual Meeting, Denver, CO, November 22, 2015.

Overseas Experience: Turkey, Tunisia**Recent Distinctions:** Fulbright Research Fellowship (Turkey), 2016-2017.**Academic Experience:**

Co-Director, Middle East & Islamic Program, San Francisco State university, 2012-2014

Co-Director, Critical Language Scholarship Arabic program, Tunis, 2010-2012

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Volk, Lucia**Evaluation**

Title: External evaluator; Professor of International Relations
Language Proficiency: German-5; English-5; French-5; Spanish-5
Language Pedagogy:
Education:
 Ph.D., Harvard University, 2001
 M.A., Georgetown University, 1994
 B.A. in International Relations, Stanford University, 1991

Tenure Status: Tenured (SFSU)
Area Expertise %: 100%
of Publications, 2013-: 6
of Dissertations/Theses, 2013 N/A
of Courses taught, 2016-18: N/A

Specializations: Middle East, North Africa, and Central Asia; Identity Constructions at the Intersection of Ethnicity, Religion, and Nationalism

Overseas Experience: Turkey

Recent Distinctions:

Academic Experience:

Professor in International Relations and Middle East and Islamic Studies, San Francisco State University (SFSU), 2014-present

Associate Professor in International Relations and Middle East and Islamic Studies, SFSU, 2012-2014

Yaghi, Omar M.**Chemistry; Global Science Institute**

Title: Director of Global Science Institute; Professor of Chemistry
Language Proficiency: Arabic-5
Language Pedagogy: N/A
Education:
 Ph.D., Chemistry, Best Thesis Award, University of Illinois-Urbana
 B.S., Chemistry, Cum Laude; State University of New York-Albany

Tenure Status: Tenured
Area Expertise %: 25%
of Publications, 2013-: 12
of Dissertations/Theses, 2013
of Courses taught, 2016-18: 0

Specializations:

Overseas Experience:

Recent Distinctions: 2018 Wolf Prize in Chemistry

Academic Experience:

Director of the Molecular Foundry, LBNL 2006-2011 Irving and Jean Stone Chair, UCLA, 2012-2013

Robert W. Parry Professor of Chemistry, University of Michigan, Ann Arbor, 1999-2006

Assistant Professor, Arizona State University, 1992-1998

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Yago, Glenn H.

Development Practice

Title: Visiting Lecturer

Tenure Status: Visiting Lecturer

Language Proficiency:

Area Expertise %: 75%

Language Pedagogy: N/A

of Publications, 2013-:

Education:

of Dissertations/Theses, 2013

Ph.D., University of Wisconsin, Madison

of Courses taught, 2016-18: 0

Specializations: Innovative use of Financial Instruments, Urban Revitalization, Catastrophic Risk, Affordable Housing

Overseas Experience: Israel

Recent Distinctions:

Academic Experience:

Professor, State University of New York-Stony Brook

Professor, City University of New York Graduate Center

Visiting Professor, Hebrew University of Jerusalem

Zahedi, Dariush

AMENA Center for Entrepreneurship and Development

Title: Executive Director, AMENA Center for Entrepreneurship & Development

Tenure Status: N/A

Language Proficiency: Persian-5; French-2; Arabic-2

Area Expertise %: 100%

Language Pedagogy: N/A

of Publications, 2013-: 2

2013-:

of Dissertations/Theses,

of Courses taught, 2016-18:

Education:

Ph.D., Political Science, University of Southern California, 1998

M.A., Political Science, University of Southern California, 1990

B.A., Political Science, University of California, Davis, 1988

Specialization: Political Economy of the Middle East and North Africa, Entrepreneurship and Development

Overseas Experience: Iran, Turkey, Afghanistan,

Recent Distinctions:

Academic Experience:

Director, AMENA Center for Entrepreneurship and Development in the Middle East, 2012-present

Lecturer, UC Berkeley, Political Science, Peace and Conflict Studies, Boalt School of Law, 2001-2013

Postdoctoral Fellow, Center for Middle Eastern Studies, Harvard University

Visiting Professor, Bilkent University, 2009

Lecturer, Santa Clara University, 2000-2006

Language Proficiency Scale: 1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native Fluency

Title: Visiting Professor

Language Proficiency: Arabic-5; Hebrew-5

Language Pedagogy: N/A

Education:

Tenure Status: Visiting Faculty

Area Expertise %: 100%

of Publications, 2013-:

of Dissertations/Theses, 2013-: 1

of Courses taught, 2016-18: 3

Specializations: Political Science, Minority Relations in Israel, History of the Modern Middle East, Ethnic Politics

Overseas Experience: Israel, Germany

Recent Distinctions:

Fellowship for Outstanding Post-Doctoral Researchers from the Council for Higher Education in Israel, 2014-2016

Academic Experience:

Taub-Schusterman Fellowship, New York University, 2014-2016

Fritz Thyssen fellowship with the Zentrum Moderner Orient, 2014-2016

Title: Lecturer in International and Area Studies

Language Proficiency: Arabic-3

Language Pedagogy: N/A

Education:

DPhil, Oxford University, 2011

MSc, Oxford University, 2008

B.A., UC Berkeley, 2006

Tenure Status: Lecturer

Area Expertise %: 75%

of Publications, 2013-: 13

of Dissertations/Theses, 2013-: 2

of Courses taught, 2016-18: 5

Specializations: International Security, US Foreign Policy, Public Health

Overseas Experience: Lebanon, Jordan, Palestine, Mexico, UK

Recent Distinctions:

Academic Experience:

Visiting Researcher, Stanford

Lecturer, UC Berkeley

Sultan Postdoctoral Fellow, UC Berkeley

Research Fellow, Harvard University

Appendix B

Position Description

Events Coordinator, Center for Middle Eastern Studies, UC Berkeley

University title: Events Specialist II

Salary, 50% FTE: \$25,000

Fringe benefits, 50% FTE at 48% UC Staff rate: \$12,000

Reasonableness of compensation

At an annual 100% FTE rate of \$50,000 this compensation is close to the minimum rate for this position at UC Berkeley (minimum \$45,300; midpoint \$69,100; maximum \$92,900).

Necessity of position

This position is essential to the project:

- Works closely with Project Director/CMES Chair to ensure timely, complete, and accurate creation, assembly, production, and post-production of event coordination, communications, materials, and other tasks as assigned;
- coordinates scheduling and logistics for CMES program of lectures, conferences, cultural activities, and other events;
- creates event-specific invitations, posts events to the web-based events calendar, and facilitates e-communications;
- prepares and organizes event registration, related publications, catering, room reservations, and audio-visual equipment;
- confirms event details with speakers, ensures consistency across registration and email marketing campaigns, produces event materials, and delegates work-study support;
- records and edits films of events;
- maintains contact lists of subscribers and social media accounts;
- coordinates email marketing campaigns;
- consistently updates website information and posts recorded events;
- drafts communications for Program Director/CMES.

Appendix C
Courses in Middle Eastern Studies

| | |
|-------------------|-----|
| Table of Contents | C-1 |
| Course List | C-3 |

(In alphabetical order by department)

| | |
|---|------|
| Ancient History and Mediterranean Archaeology | C-3 |
| Anthropology | C-3 |
| Arabic | C-6 |
| Architecture | C-11 |
| Art Practice | C-11 |
| Asian-American Studies | C-12 |
| New Media | C-12 |
| City and Regional Planning | C-12 |
| Comparative Literature | C-12 |
| Cuneiform | C-13 |
| Development Practice | C-14 |
| Digital Humanities | C-14 |
| Egyptian | C-14 |
| Ethnic Studies | C-15 |
| French | C-16 |
| Gender and Women's Studies | C-17 |
| German | C-17 |
| Global Studies | C-17 |
| Hebrew | C-18 |
| History | C-20 |
| History of Art | C-22 |
| International and Area Studies | C-23 |
| Italian Studies | C-23 |
| Jewish Studies | C-24 |
| Journalism | C-25 |
| Law | C-25 |
| Legal Studies | C-25 |
| Middle Eastern Studies | C-25 |
| Music | C-25 |

| | |
|---|------|
| Near Eastern Studies | C-25 |
| Peace and Conflict Studies | C-39 |
| Persian | C-39 |
| Political Economy | C-41 |
| Political Science | C-41 |
| Public Policy | C-42 |
| Religious Studies | C-42 |
| Rhetoric | C-42 |
| Semitics | C-43 |
| Sociology | C-43 |
| Theatre, Dance, and Performance Studies | C-44 |
| Turkish | C-44 |
| UCB Extensions FPF - Middle Eastern Studies | C-45 |
| Undergraduate and Interdisciplinary Studies | C-45 |

UC Berkeley Courses in Middle Eastern Studies, 2016-2019
 2018-19 courses supported by Title VI funds are marked with an asterisk
 Course numbers: lower division - 0-99; upper division - 100-199; graduate level courses - 200+

| | Course Number | Course Title | Instructor | Units | % ME | Semester | 2016-17 Enrollment | | | Offered | |
|--|---------------|--|--------------------|-------|------|---------------------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| Ancient History and Mediterranean Archaeology | | | | | | | | | | | |
| 1 | AHMA 299 | Special Independent Study <i>Led by Middle East specialist</i> | Porter, B. | 3 | 50% | Fall 2017; Spring 2018 | | | | X | X |
| 2 | AHMA 299 | Special Independent Study <i>Led by Middle East specialist</i> | Rochberg, F. | 2 | 50% | Spring 2018 | | | | X | X |
| Anthropology | | | | | | | | | | | |
| 3 | ANTHRO 169B | Research Theory and Methods in Socio-Cultural Anthropology | Ferme, Mariane | 5 | 25% | Fall 2017 | | | | X | |
| 4 | ANTHRO 250J | Ethnographic Field Methods <i>Taught by Middle East specialist-Middle East</i> | Ferme, Mariane | 4 | 25% | Fall 2017 | | | | X | |
| 5 | ANTHRO 189 | Trauma in Contemporary Israel: The Politics of PTSD Between and Within Nations | Friedman-Peleg, K. | 4 | 100% | Spring 2018 | | | | | |
| 6 | ANTHRO 250X | History, Tradition, and Myth <i>Taught by Middle East specialist-Middle East</i> | Hirschkind, C. | 4 | 25% | Spring 2017 | | 13 | 13 | | X |
| 7 | ANTHRO 298 | Directed Reading <i>(100% when taken with Middle East Studie</i> | Hirschkind, C. | 4 | 100% | Fall 2017 | | | | X | |
| 8 | ANTHRO 299 | Directed Research <i>(100% when taken with MES specialization)</i> | Hirschkind, C. | 10 | 100% | Fall 2016 | | 5 | 5 | | |
| 9 | ANTHRO 299 | Directed Research <i>(100% when taken with MES specialization)</i> | Hirschkind, C. | 9 | 100% | Fall 2017 | | | | X | |
| 10 | ANTHRO 299 | Directed Research <i>(100% when taken with MES specialization)</i> | Hirschkind, C. | 9 | 100% | Spring 2017 | | 5 | 5 | | X |
| 11 | ANTHRO 299 | Directed Research <i>(100% when taken with MES specialization)</i> | Hirschkind, C. | 11 | 100% | Spring 2018 | | | | X | X |
| 12 | ANTHRO 123A | Old World Prehistory <i>Taught by Middle East specialist-Middle East</i> | Maher, L. | 4 | 25% | Spring 2018 | | | | X | X |
| 13 | ANTHRO 134 | Analysis of the Archaeological Record <i>Taught by Middle East specialist-Middle East</i> | Maher, L. | 4 | 25% | Spring 2017 | 17 | | 17 | | X |
| 14 | ANTHRO 229B | Archaeological Research Strategies <i>Taught by Middle East specialist-Middle East</i> | Maher, L. | 4 | 25% | Spring 2018 | | | | X | X |

UC Berkeley Courses in Middle Eastern Studies, 2016-2019
 2018-19 courses supported by Title VI funds are marked with an asterisk
 Course numbers: lower division - 0-99; upper division - 100-199; graduate level courses - 200+

| | Course Number | Course Title | Instructor | Units | % ME | Semester | 2016-17 Enrollment | | | Offered | |
|----|---------------|--|--------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 15 | ANTHRO 298 | Directed Reading <i>(100% when taken with MES specialization)</i> | Maher, L. | 3 | 100% | Fall 2016 | | 3 | 3 | | |
| 16 | ANTHRO 298 | Directed Reading <i>(100% when taken with MES specialization)</i> | Maher, L. | 3 | 100% | Fall 2017 | | | | X | |
| 17 | ANTHRO 298 | Directed Reading <i>(100% when taken with MES specialization)</i> | Maher, L. | 1 | 100% | Spring 2018 | | | | X | X |
| 18 | ANTHRO 299 | Directed Research <i>(100% when taken with MES specialization)</i> | Maher, L. | 5 | 100% | Fall 2016 | | 2 | 2 | | |
| 19 | ANTHRO 299 | Directed Research <i>(100% when taken with MES specialization)</i> | Maher, L. | 3 | 100% | Fall 2017 | | | | X | |
| 20 | ANTHRO 299 | Directed Research <i>(100% when taken with MES specialization)</i> | Maher, L. | 6 | 100% | Spring 2018 | | | | X | X |
| 21 | ANTHRO 250X | Postcolonial Theory in the Present: Fragments of a Critique? | Mahmood, S. | 4 | 25% | Fall 2017 | | | | X | |
| 22 | ANTHRO 299 | Directed Research <i>(100% when taken with MES specialization)</i> | Mahmood, S. | 9 | 100% | Fall 2017 | | | | X | |
| 23 | ANTHRO 299 | Directed Research <i>(100% when taken with MES specialization)</i> | Mahmood, S. | 12 | 100% | Spring 2018 | | | | X | X |
| 24 | ANTHRO 602 | Individual Study for Doctoral Students <i>(100% when taken with MES specialization)</i> | Mahmood, S. | 4 | 100% | Spring 2017 | | 1 | 1 | | |
| 25 | ANTHRO 602 | Individual Study for Doctoral Students <i>(100% when taken with MES specialization)</i> | Mahmood, S. | 7 | 100% | Spring 2018 | | | | X | |
| 26 | ANTHRO 137 | Energy, Culture and Social Organization <i>Taught by Middle East specialist-Middle East</i> | Nader, L. | 4 | 25% | Spring 2018 | | | | X | X |
| 27 | ANTHRO 250X | Science and Power <i>Taught by Middle East specialist-Middle East</i> | Nader, L. | 4 | 25% | Fall 2017 | | | | X | |
| 28 | ANTHRO H195B | Senior Honors Tutorial <i>(100% when taken with MES specialization)</i> | Nader, L. | 4 | 100% | Fall 2017 | | | | X | |
| 29 | ANTHRO 149 | Psychological Anthropology <i>Taught by Middle East specialist-Middle East</i> | Pandolfo, S. | 4 | 25% | Fall 2017 | | | | X | |
| 30 | ANTHRO 181 | Themes in the Anthropology of the Middle East and Islam | Pandolfo, S. | 4 | 100% | Fall 2018 | | | | | X |

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| | Course Number | Course Title | Instructor | Units | % ME | Semester | 2016-17 Enrollment | | | Offered | |
|----|---------------|--|--------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 31 | ANTHRO 250X | Formations of the Unconscious and the Question of the Other: Anthropology and | Pandolfo, S. | 4 | 25% | Spring 2018 | | | | X | X |
| 32 | ANTHRO 298 | Directed Reading <i>(100% when taken with MES specialization)</i> | Pandolfo, S. | 3 | 100% | Fall 2016 | | 3 | 3 | | |
| 33 | ANTHRO 298 | Directed Reading <i>(100% when taken with MES specialization)</i> | Pandolfo, S. | 2 | 100% | Fall 2017 | | | | X | |
| 34 | ANTHRO 298 | Directed Reading <i>(100% when taken with MES specialization)</i> | Pandolfo, S. | 4 | 100% | Spring 2018 | | | | X | X |
| 35 | ANTHRO 299 | Directed Research <i>(100% when taken with MES specialization)</i> | Pandolfo, S. | 9 | 100% | Fall 2016 | | 8 | 8 | | |
| 36 | ANTHRO 299 | Directed Research <i>(100% when taken with MES specialization)</i> | Pandolfo, S. | 10 | 100% | Fall 2017 | | | | X | |
| 37 | ANTHRO 299 | Directed Research <i>(100% when taken with MES specialization)</i> | Pandolfo, S. | 10 | 100% | Spring 2017 | | 5 | 5 | | X |
| 38 | ANTHRO 299 | Directed Research <i>(100% when taken with MES specialization)</i> | Pandolfo, S. | 9 | 100% | Spring 2018 | | | | X | X |
| 39 | ANTHRO 602 | Individual Study for Doctoral Students <i>(100% when taken with MES specialization)</i> | Pandolfo, S. | 12 | 100% | Spring 2017 | | 1 | 1 | | X |
| 40 | ANTHRO 602 | Individual Study for Doctoral Students <i>(100% when taken with MES specialization)</i> | Pandolfo, S. | 4 | 100% | Spring 2018 | | | | X | X |
| 41 | ANTHRO H195A | Senior Honors Tutorial <i>(100% when taken with MES specialization)</i> | Pandolfo, S. | 4 | 100% | Fall 2017 | | | | X | X |
| 42 | ANTHRO H195B | Senior Honors Tutorial <i>(100% when taken with MES specialization)</i> | Pandolfo, S. | 4 | 100% | Spring 2018 | | | | X | X |
| 43 | ANTHRO N299 | Directed Research <i>(100% when taken with MES specialization)</i> | Pandolfo, S. | 3 | 100% | Summer 2017 | | | | | |
| 44 | ANTHRO 298 | Directed Reading <i>(100% when taken with MES specialization)</i> | Rabinow, P. | 4 | 100% | Spring 2018 | | | | X | X |

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| | Course Number | Course Title | Instructor | Units | % ME | Semester | 2016-17 Enrollment | | | Offered | |
|---------------|---------------|-------------------------------|----------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| Arabic | | | | | | | | | | | |
| 45 | ARABIC 30 | Intensive Intermediate Arabic | Istanbulli, L. | 10 | 100% | Summer 2016 | 10 | 2 | 12 | | |
| 46 | ARABIC 10 | Intensive Elementary Arabic | Cruz, A. | 10 | 100% | Summer 2016 | 2 | 2 | 4 | | |
| 47 | ARABIC 1A | Elementary Arabic | Mohamed, H. | 5 | 100% | Fall 2018 | | | | | X |
| 48 | ARABIC 1A | Elementary Arabic | Safi, L. | 5 | 100% | Fall 2018 | | | | | X |
| 49 | ARABIC 1A | Elementary Arabic | Belguith, A. | 5 | 100% | Fall 2018 | | | | | X |
| 50 | ARABIC 1A | Elementary Arabic | Belguith, A. | 5 | 100% | Fall 2018 | | | | | X |
| 51 | ARABIC 1A | Elementary Arabic | Khankan, N. | 5 | 100% | Fall 2018 | | | | | X |
| 52 | ARABIC 1A | Elementary Arabic | Khankan, N. | 5 | 100% | Fall 2018 | | | | | X |
| 53 | ARABIC 1A | Elementary Arabic | Abdelaal, M. | 5 | 100% | Fall 2016 | 16 | 1 | 17 | | |
| 54 | ARABIC 20A | Intermediate Arabic | Bazian, H. | 5 | 100% | Fall 2016 | 11 | | 11 | | |
| 55 | ARABIC 20A | Intermediate Arabic | Bazian, H. | 5 | 100% | Fall 2017 | | | | X | |
| 56 | ARABIC 20A | Intermediate Arabic | Bazian, H. | 5 | 100% | Fall 2018 | | | | | X |
| 57 | ARABIC 20B | Intermediate Arabic | Bazian, H. | 5 | 100% | Spring 2017 | 8 | 2 | 10 | | X |
| 58 | ARABIC 20B | Intermediate Arabic | Bazian, H. | 5 | 100% | Spring 2018 | | | | X | X |
| 59 | ARABIC 10 | Intensive Elementary Arabic | Belguith, A. | 10 | 100% | Summer 2017 | | | | | |
| 60 | ARABIC 10 | Intensive Elementary Arabic | Belguith, A. | 10 | 100% | Summer 2018 | | | | | |
| 61 | ARABIC 1A | Elementary Arabic | Belguith, A. | 5 | 100% | Fall 2017 | | | | X | |

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| | Course Number | Course Title | Instructor | Units | % ME | Semester | 2016-17 Enrollment | | | Offered | |
|----|---------------|---|---------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 62 | ARABIC 1A | Elementary Arabic | Belguith, A. | 5 | 100% | Fall 2017 | | | | X | |
| 63 | ARABIC 1B | Elementary Arabic | Belguith, A. | 5 | 100% | Spring 2017 | 4 | | 4 | | X |
| 64 | ARABIC 1B | Elementary Arabic | Belguith, A. | 5 | 100% | Spring 2017 | 8 | | 8 | | X |
| 65 | ARABIC 1B | Elementary Arabic | Belguith, A. | 5 | 100% | Spring 2018 | | | | X | X |
| 66 | ARABIC 1B | Elementary Arabic | Belguith, A. | 5 | 100% | Spring 2018 | | | | X | X |
| 67 | ARABIC 111B | Survey of Arabic Literature | Diab, A. | 3 | 100% | Fall 2016 | 11 | 2 | 13 | | |
| 68 | ARABIC 111B | Survey of Arabic Literature: A Spring in Ashes | Diab, A. | 3 | 100% | Fall 2017 | | | | X | |
| 69 | ARABIC 111B | Narrating Self and Other in Modern Arabic Literature | Diab, A. | 3 | 100% | Fall 2018 | | | | | X |
| 70 | ARABIC 298 | Ard Al-Kalaam, Palestine in Modern Arabic literature | Diab, A. | 3 | 100% | Fall 2016 | | 2 | 2 | | |
| 71 | ARABIC 298 | Muhaal - Utopian & Dystopian Texts in Arabic Literature | Diab, A. | 3 | 100% | Spring 2017 | | 3 | 3 | | X |
| 72 | ARABIC 298 | Sira: Arabic Self Narratives | Diab, A. | 4 | 100% | Fall 2018 | | | | | X |
| 73 | ARABIC 104B | Classical Arabic Prose | El-Sherif, M. | 3 | 100% | Spring 2018 | | | | X | X |
| 74 | ARABIC 105B | Classical Arabic Poetry | El-Sherif, M. | 3 | 100% | Fall 2017 | | | | X | |
| 75 | ARABIC 105B | Classical Arabic Poetry | El-Sherif, M. | 3 | 100% | Fall 2018 | | | | | X |
| 76 | ARABIC 30 | Intermediate Arabic | El-Sherif, M. | 10 | 100% | Summer 2017 | | | | | |
| 77 | ARABIC 30 | Intermediate Arabic | El-Sherif, M. | 10 | 100% | Summer 2018 | | | | | |
| 78 | ARABIC 100A | Advanced Arabic | Elmahdy, E. | 3 | 100% | Fall 2016 | 7 | | 7 | | |

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| | Course Number | Course Title | Instructor | Units | % ME | Semester | 2016-17 Enrollment | | | Offered | |
|----|---------------|---|-------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 79 | ARABIC 1A | Elementary Arabic | Elmahdy, E. | 5 | 100% | Fall 2016 | 9 | 1 | 10 | | |
| 80 | ARABIC 1A | Elementary Arabic | Elmahdy, E. | 5 | 100% | Fall 2017 | | | | X | |
| 81 | ARABIC 1A | Elementary Arabic | Elmahdy, E. | 5 | 100% | Fall 2017 | | | | X | |
| 82 | ARABIC 1B | Elementary Arabic | Elmahdy, E. | 5 | 100% | Spring 2018 | | | | X | X |
| 83 | ARABIC 1B | Elementary Arabic | Elmahdy, E. | 5 | 100% | Spring 2018 | | | | X | X |
| 84 | ARABIC 20A | Intermediate Arabic | Elmahdy, E. | 5 | 100% | Fall 2016 | 12 | | 12 | | |
| 85 | ARABIC 20A | Intermediate Arabic | Elmahdy, E. | 5 | 100% | Fall 2017 | | | | X | |
| 86 | ARABIC 20A | Intermediate Arabic | Elmahdy, E. | 5 | 100% | Fall 2018 | | | | | X |
| 87 | ARABIC 20B | Intermediate Arabic | Elmahdy, E. | 5 | 100% | Spring 2018 | | | | X | X |
| 88 | ARABIC 107 | Arabic Historical & Geographical Texts | Hayes, J. | 3 | 100% | Spring 2017 | 11 | 1 | 12 | | X |
| 89 | ARABIC 107 | Arabic Historical & Geographical Texts | Hayes, J. | 3 | 100% | Spring 2018 | | | | X | X |
| 90 | ARABIC 108 | Arabic Islamic & Philosophical Texts | Hayes, J. | 3 | 100% | Fall 2016 | | 2 | 2 | | |
| 91 | ARABIC 108 | Arabic Islamic & Philosophical Texts | Hayes, J. | 3 | 100% | Fall 2017 | | | | X | |
| 92 | ARABIC 108 | Islamic Religious and Philosophical Texts in Arabic | Hayes, J. | 3 | 100% | Fall 2018 | | | | | X |
| 93 | ARABIC 202 | History of Arabic | Hayes, J. | 3 | 100% | Spring 2017 | 6 | | 6 | | |
| 94 | ARABIC 1A | Elementary Arabic | Khankan, N. | 5 | 100% | Fall 2017 | | | | X | |

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| | Course Number | Course Title | Instructor | Units | % ME | Semester | 2016-17 Enrollment | | | Offered | |
|-----|---------------|-----------------------------|-------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 95 | ARABIC 1A | Elementary Arabic | Khankan, N. | 5 | 100% | Fall 2017 | | | | X | |
| 96 | ARABIC 1B | Elementary Arabic | Khankan, N. | 5 | 100% | Spring 2017 | 11 | 3 | 14 | | X |
| 97 | ARABIC 1B | Elementary Arabic | Khankan, N. | 5 | 100% | Spring 2017 | 9 | 1 | 10 | | X |
| 98 | ARABIC 1B | Elementary Arabic | Khankan, N. | 5 | 100% | Spring 2018 | | | | X | X |
| 99 | ARABIC 20B | Intermediate Arabic | Khankan, N. | 5 | 100% | Spring 2018 | | | | X | X |
| 100 | ARABIC 1A | Elementary Arabic | Khater, A. | 5 | 100% | Fall 2016 | 14 | 3 | 17 | | |
| 101 | ARABIC 1B | Elementary Arabic | Khater, A. | 5 | 100% | Spring 2017 | 13 | | 13 | | X |
| 102 | ARABIC 104B | Classical Arabic Prose | Larkin, M. | 3 | 100% | Fall 2018 | | | | | X |
| 103 | ARABIC 220 | Classical Arabic Literature | Larkin, M. | 3 | 100% | Fall 2016 | | 2 | 2 | | |
| 104 | ARABIC 220 | Classical Arabic Literature | Larkin, M. | 3 | 100% | Fall 2018 | | | | | X |
| 105 | ARABIC 1A | Elementary Arabic | Laymoun, N. | 5 | 100% | Fall 2016 | 14 | 3 | 17 | | |
| 106 | ARABIC 1A | Elementary Arabic | Laymoun, N. | 5 | 100% | Fall 2016 | 17 | 1 | 18 | | |
| 107 | ARABIC 1A | Elementary Arabic | Laymoun, N. | 5 | 100% | Fall 2016 | 19 | | 19 | | |
| 108 | ARABIC 1B | Elementary Arabic | Laymoun, N. | 5 | 100% | Spring 2017 | 17 | | 17 | | X |
| 109 | ARABIC 20B | Intermediate Arabic | Laymoun, N. | 5 | 100% | Spring 2017 | 5 | | 5 | | X |
| 110 | ARABIC 100A | Advanced Arabic | Mohamed, H. | 3 | 100% | Fall 2016 | 11 | 3 | 14 | | |

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| | Course Number | Course Title | Instructor | Units | % ME | Semester | 2016-17 Enrollment | | | Offered | |
|-----|---------------|-----------------------------|---------------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 111 | ARABIC 100A | Advanced Arabic | Mohamed, H. | 3 | 100% | Fall 2017 | | | | X | |
| 112 | ARABIC 100A | Advanced Arabic | Mohamed, H. | 3 | 100% | Fall 2018 | | | | | X |
| 113 | ARABIC 100B | Advanced Arabic | Mohamed, H. | 3 | 100% | Spring 2017 | 13 | 3 | 16 | | X |
| 114 | ARABIC 100B | Advanced Arabic | Mohamed, H. | 3 | 100% | Spring 2018 | | | | X | X |
| 115 | ARABIC 115A | Colloquial Arabic | Mohamed, H. | 4 | 100% | Fall 2017 | | | | X | |
| 116 | ARABIC 115A | Colloquial Arabic | Mohamed, H. | 4 | 100% | Fall 2018 | | | | | X |
| 117 | ARABIC 115B | Colloquial Arabic | Mohamed, H. | 4 | 100% | Spring 2018 | | | | X | X |
| 118 | ARABIC 115B | Colloquial Arabic* | Mohamed, H. | 4 | 100% | Spring 2019 | | | | | X |
| 119 | ARABIC 1A | Elementary Arabic | Mohamed, H. | 5 | 100% | Fall 2016 | 11 | | 11 | | |
| 120 | ARABIC 1A | Elementary Arabic | Mohamed, H. | 5 | 100% | Fall 2018 | | | | | X |
| 121 | ARABIC 20A | Intermediate Arabic | Mohamed, H. | 5 | 100% | Fall 2016 | 13 | 1 | 14 | | |
| 122 | ARABIC 20A | Intermediate Arabic | Mohamed, H. | 5 | 100% | Fall 2017 | | | | X | |
| 123 | ARABIC 20A | Intermediate Arabic | Mohamed, H. | 5 | 100% | Fall 2018 | | | | | X |
| 124 | ARABIC 20B | Intermediate Arabic | Mohamed, H. | 5 | 100% | Spring 2017 | 13 | 1 | 14 | | X |
| 125 | ARABIC 10 | Intensive Elementary Arabic | Soleimane Chami, S. | 10 | 100% | Summer 2016 | 6 | 2 | 8 | | |

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| | Course Number | Course Title | Instructor | Units | % ME | Semester | 2016-17 Enrollment | | | Offered | |
|---------------------|---------------|--|--------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| Architecture | | | | | | | | | | | |
| 126 | ARCH 299 | Individual Study <i>(100% when taken with MES specialization)</i> | AlSayyad, N. | 9 | 100% | Fall 2016 | | 13 | 13 | | |
| 127 | ARCH 209 | Narrative and Form: Cinema and Architecture <i>Taught by Middle East specialist-Middle East</i> | Gitai, A. | 1 | 75% | Fall 2017 | | | | X | |
| 128 | ARCH 139 | Special Topics in Architectural Design: Theory and Criticism | Turan, N. | 4 | 25% | Fall 2016 | 1 | | 1 | | |
| 129 | ARCH 230 | Advanced Architectural Design: Theory and Criticism | Turan, N. | 3 | 25% | Spring 2018 | | | | X | X |
| 130 | ARCH 239 | Special Topics in Architectural Design: Theory and Criticism | Turan, N. | 4 | 25% | Fall 2016 | | 5 | 5 | | |
| Art Practice | | | | | | | | | | | |
| 131 | ART 119 | Global Perspectives in Contemporary Art <i>Taught by Middle East specialist-Middle East</i> | Kazmi, A. | 4 | 25% | Spring 2018 | | | | X | X |
| 132 | ART 198 | Directed Group Study <i>(100% when taken with MES specialization)</i> | Kazmi, A. | 2 | 100% | Fall 2017 | | | | X | |
| 133 | ART 198 | Directed Group Study <i>(100% when taken with MES specialization)</i> | Kazmi, A. | 3 | 100% | Spring 2017 | 24 | | 24 | | X |
| 134 | ART 199 | Supervised Independent Study <i>(100% when taken with MES specialization)</i> | Kazmi, A. | 2 | 100% | Fall 2017 | | | | X | |
| 135 | ART 290 | Independent Study Graduate <i>(100% when taken with MES specialization)</i> | Kazmi, A. | 4 | 100% | Fall 2016 | | 1 | 1 | | |
| 136 | ART 290 | Independent Study Graduate <i>(100% when taken with MES specialization)</i> | Kazmi, A. | 4 | 100% | Fall 2017 | | | | X | |
| 137 | ART 290 | Independent Study Graduate <i>(100% when taken with MES specialization)</i> | Kazmi, A. | 4 | 100% | Spring 2017 | | 2 | 2 | | X |
| 138 | ART 290 | Independent Study Graduate <i>(100% when taken with MES specialization)</i> | Kazmi, A. | 4 | 100% | Spring 2017 | | 1 | 1 | | X |
| 139 | ART 290 | Independent Study Graduate <i>(100% when taken with MES specialization)</i> | Kazmi, A. | 4 | 100% | Spring 2018 | | | | X | X |

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| | Course Number | Course Title | Instructor | Units | % ME | Semester | 2016-17 Enrollment | | | Offered | |
|-----------------------------------|---------------|---|--------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 140 | ART 290 | Independent Study Graduate (100% when taken with MES specialization) | Kazmi, A. | 4 | 100% | Spring 2018 | | | | X | X |
| Asian American Studies | | | | | | | | | | | |
| 141 | ASAMST 128AC | Muslims in America | Bazian, H. | 4 | 25% | Fall 2018 | | | | | X |
| 142 | ASAMST 132AC | Islamophobia and Constructing Otherness | Bazian, H. | 4 | 25% | Spring 2017 | 133 | 1 | 134 | X | X |
| 143 | ASAMST 132AC | Islamophobia and Constructing Otherness | Bazian, H. | 4 | 25% | Spring 2018 | | | | X | X |
| 144 | ASAMST 132AC | Islamophobia and Constructing Otherness | Bazian, H. | 4 | 25% | Summer 2017 | | | | | |
| 145 | ASAMST 199 | Supervised Independent Study (100% when taken with MES specialization) | Bazian, H. | 2 | 50% | Fall 2016 | 5 | | 5 | | |
| 146 | ASAMST 199 | Supervised Independent Study (100% when taken with MES specialization) | Bazian, H. | 4 | 50% | Spring 2017 | 2 | | 2 | | X |
| 147 | ASAMST 199 | Supervised Independent Study (100% when taken with MES specialization) | Bazian, H. | 2 | 50% | Spring 2018 | | | | X | X |
| New Media | | | | | | | | | | | |
| 148 | NWMEDIA 190 | Postsecular: Religion, Ritual, and Performance <i>Taught by Middle East specialist-Middle East</i> | Kazmi, A. | 4 | 25% | Fall 2017 | | | | X | |
| 149 | NWMEDIA 190 | Postsecular: Religion, Ritual, and Performance <i>Taught by Middle East specialist-Middle East</i> | Kazmi, A. | 4 | 25% | Fall 2018 | | | | | X |
| City and Regional Planning | | | | | | | | | | | |
| 150 | CYPLAN 299 | Individual Study and Research <i>Taught by Middle East specialist-Middle East</i> | AlSayyad, N. | 12 | 50% | Fall 2016 | | 13 | 13 | | |
| Comparative Literature | | | | | | | | | | | |
| 151 | COMLIT 298 | Hebrew Modernism and the Law of the Father <i>Cross-listed with JEWISH 200</i> | Gluzman, M. | 4 | 100% | Spring 2018 | | | | X | X |

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| | Course Number | Course Title | Instructor | Units | % ME | Semester | 2016-17 Enrollment | | | Offered | |
|------------------|---------------|--------------------------------|--------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| Cuneiform | | | | | | | | | | | |
| 152 | CUNEIF 100A | Elementary Akkadian | Pearce, L. | 5 | 100% | Fall 2016 | 4 | 2 | 6 | | |
| 153 | CUNEIF 100A | Elementary Akkadian | Pearce, L. | 5 | 100% | Fall 2017 | | | | X | |
| 154 | CUNEIF 100B | Elementary Akkadian | Pearce, L. | 5 | 100% | Spring 2017 | | 2 | 2 | | X |
| 155 | CUNEIF 101A | Selected Readings in Akkadian | Pearce, L. | 4 | 100% | Fall 2016 | | 2 | 2 | | |
| 156 | CUNEIF 101B | Selected Readings in Akkadian | Pearce, L. | 4 | 100% | Spring 2017 | | 2 | 2 | | X |
| 157 | CUNEIF 298 | Independent Study in Cuneiform | Pearce, L. | 2 | 100% | Fall 2017 | | | | X | |
| 158 | CUNEIF 298 | Independent Study in Cuneiform | Pearce, L. | 2 | 100% | Spring 2018 | | | | X | X |
| 159 | CUNEIF 298 | Independent Study in Cuneiform | Pearce, L. | 1-4 | 100% | Fall 2018 | | | | | X |
| 160 | CUNEIF 200A | Advanced Akkadian | Rochberg, F. | 3 | 100% | Fall 2016 | | 2 | 2 | | |
| 161 | CUNEIF 200A | Advanced Akkadian | Rochberg, F. | 3 | 100% | Fall 2017 | | | | X | |
| 162 | CUNEIF 200A | Advanced Akkadian | Rochberg, F. | 3 | 100% | Fall 2018 | | | | | X |
| 163 | CUNEIF 200B | Advanced Akkadian | Rochberg, F. | 3 | 100% | Spring 2018 | | | | X | X |
| 164 | CUNEIF 102A | Elementary Sumerian | Veldhuis, N. | 4 | 100% | Fall 2017 | | | | X | |
| 165 | CUNEIF 102A | Elementary Sumerian | Veldhuis, N. | 4 | 100% | Fall 2018 | | | | | X |
| 166 | CUNEIF 102B | Elementary Sumerian | Veldhuis, N. | 4 | 100% | Spring 2018 | | | | X | X |

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| | Course Number | Course Title | Instructor | Units | % ME | Semester | 2016-17 Enrollment | | | Offered | |
|-----------------------------|---------------|--|------------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 167 | CUNEIF 103A | Selected Readings in Sumerian | Veldhuis, N. | 3 | 100% | Fall 2016 | | 2 | 2 | | |
| 168 | CUNEIF 103B | Selected Readings in Sumerian | Veldhuis, N. | 3 | 100% | Spring 2017 | | 2 | 2 | | X |
| Development Practice | | | | | | | | | | | |
| 169 | DEVP C246 | Global Health and Conflict in the Middle East and North Africa | Gottreich, E. | 2 | 100% | Fall 2018 | | | | | X |
| 170 | DEVP W297 | Transboundary Water Conflict Resolution: The Israeli/Arab Case | Fischhendler, I. | 3 | 100% | Fall 2018 | | | | | X |
| 171 | DEVP 296 | Financial Innovation in Israel | Yago, G. | 1 | 100% | Spring 2017 | | 13 | 13 | | |
| 172 | DEVP 296 | Financial Innovation in Israel | Yago, G. | 1 | 100% | Spring 2018 | | | | | |
| Digital Humanities | | | | | | | | | | | |
| 173 | DIGHUM 150A | Digital Ancient Near East | Anderson, A. | 3 | 100% | Summer 2018 | | | | | |
| Economics | | | | | | | | | | | |
| 174 | ECON 196 | Economic Policy: Israel as a Case Study | Regev, T. | 4 | 100% | Fall 2016 | 33 | | 33 | | |
| Egyptian | | | | | | | | | | | |
| 175 | EGYPT 202A | Egyptian Texts | Lucarelli, R. | 3 | 100% | Fall 2016 | | 2 | 2 | | |
| 176 | EGYPT 202A | Egyptian Texts | Lucarelli, R. | 3 | 100% | Fall 2017 | | | | X | |
| 177 | EGYPT 202A | Egyptian Texts | Lucarelli, R. | 3 | 100% | Fall 2018 | | | | | X |
| 178 | EGYPT 202B | Egyptian Texts | Lucarelli, R. | 3 | 100% | Spring 2017 | | 2 | 2 | | X |

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| | Course Number | Course Title | Instructor | Units | % ME | Semester | 2016-17 Enrollment | | | Offered | |
|-----------------------|---------------|--|---------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 179 | EGYPT 202B | Egyptian Texts | Lucarelli, R. | 3 | 100% | Spring 2018 | | | | X | X |
| 180 | EGYPT 100A | Elementary Egyptian | Richter, B. | 5 | 100% | Fall 2017 | | | | X | |
| 181 | EGYPT 100A | Elementary Egyptian | Richter, B. | 5 | 100% | Fall 2018 | | | | | X |
| 182 | EGYPT 100B | Elementary Egyptian | Richter, B. | 5 | 100% | Spring 2018 | | | | X | X |
| 183 | EGYPT 101A | Intermediate Egyptian | Richter, B. | 3 | 100% | Fall 2016 | 4 | 4 | 8 | | |
| 184 | EGYPT 101A | Intermediate Egyptian | Richter, B. | 3 | 100% | Fall 2018 | | | | | X |
| 185 | EGYPT 101B | Intermediate Egyptian | Richter, B. | 3 | 100% | Spring 2017 | 2 | 4 | 6 | | X |
| Ethnic Studies | | | | | | | | | | | |
| 186 | ETHSTD 198 | Supervised Group Study <i>(100% when taken with MES specialization)</i> | Bazian, H. | 1 | 100% | Fall 2016 | 24 | | 24 | | |
| 187 | ETHSTD 198 | Supervised Group Study <i>(100% when taken with MES specialization)</i> | Bazian, H. | 1 | 100% | Fall 2017 | | | | X | |
| 188 | ETHSTD 198 | Supervised Group Study <i>(100% when taken with MES specialization)</i> | Bazian, H. | 2 | 100% | Spring 2017 | 15 | | 15 | | X |
| 189 | ETHSTD 198 | Supervised Group Study <i>(100% when taken with MES specialization)</i> | Bazian, H. | 2 | 100% | Spring 2018 | | | | X | X |
| 190 | ETHSTD 198 | Supervised Group Study <i>(100% when taken with MES specialization)</i> | Feldman, K. | 1 | 100% | Fall 2016 | 15 | | 15 | | |
| 191 | ETHSTD 198 | Supervised Group Study <i>(100% when taken with MES specialization)</i> | Feldman, K. | 1 | 100% | Spring 2017 | 10 | | 10 | | X |
| 192 | ETHSTD 198 | Supervised Group Study <i>(100% when taken with MES specialization)</i> | Feldman, K. | 2 | 100% | Spring 2018 | | | | X | X |
| 193 | ETHSTD H196A | Ethnic Studies Senior Honors <i>(100% when taken with MES specialization)</i> | Feldman, K. | 3 | 100% | Fall 2016 | 1 | | 1 | | |

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|---------------|---------------|---|-------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 194 | ETHSTD H196A | Ethnic Studies Senior Honors <i>(100% when taken with MES specialization)</i> | Feldman, K. | 3 | 100% | Fall 2017 | | | | X | |
| 195 | ETHSTD H196B | Ethnic Studies Senior Honors <i>(100% when taken with MES specialization)</i> | Feldman, K. | 3 | 100% | Spring 2018 | | | | X | X |
| French | | | | | | | | | | | |
| 196 | FRENCH 103A | Language & Culture: La question du colonialisme entre politique et fiction | Tlatli, T. | 4 | 25% | Fall 2016 | 8 | | 8 | | |
| 197 | FRENCH 103A | Language & Culture: Writing and Filming the French Empire | Tlatli, T. | 4 | 25% | Fall 2018 | | | | | X |
| 198 | FRENCH 103B | Language & Culture: Littérature, cinéma et colonialisme | Tlatli, T. | 4 | 25% | Spring 2018 | | | | X | X |
| 199 | FRENCH 151B | Francophone Literature: Portraying Women During Colonial Times | Tlatli, T. | 4 | 100% | Spring 2017 | 7 | | 7 | | |
| 200 | FRENCH 162A | Perspectives on History: Immigration and the Question of Islam in France | Tlatli, T. | 4 | 25% | Fall 2017 | | | | X | |
| 201 | FRENCH 183A | Configuration of Crisis: L'impact de la guerre d'Algérie dans la France contemporaine | Tlatli, T. | 4 | 50% | Spring 2018 | | | | | |
| 202 | FRENCH 185 | Literature & Colonialism: L'imaginaire colonial du dix-neuvième siècle au présent | Tlatli, T. | 4 | 25% | Fall 2016 | 7 | | 7 | | |
| 203 | FRENCH 251 | Francophone Literature: Le Colonialisme, Objet philisophique et littéraire | Tlatli, T. | 4 | 100% | Spring 2017 | | 3 | 3 | | |
| 204 | FRENCH 251 | Francophone Literature: Le Surréalisme et la Francophonie | Tlatli, T. | 4 | 50% | Fall 2017 | | | | X | |
| 205 | FRENCH 299 | Individual Research <i>(100% when taken with MES specialization)</i> | Tlatli, T. | 12 | 100% | Fall 2017 | | | | X | |
| 206 | FRENCH 299 | Individual Research <i>(100% when taken with MES specialization)</i> | Tlatli, T. | 12 | 100% | Spring 2017 | | 1 | 1 | | X |
| 207 | FRENCH 299 | Individual Research <i>(100% when taken with MES specialization)</i> | Tlatli, T. | 12 | 100% | Spring 2018 | | | | X | X |

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| | Course Number | Course Title | Instructor | Units | % ME | Semester | 2016-17 Enrollment | | | Offered | |
|-----------------------------------|---------------|---|-------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| Gender and Women's Studies | | | | | | | | | | | |
| 208 | GWS 140 | Feminist Cultural Studies <i>Taught by Middle East specialist-Middle East</i> | Moallem, M. | 4 | 25% | Fall 2016 | 46 | | 46 | | |
| 209 | GWS 142 | Women in the Muslim and Arab Worlds | Moallem, M. | 4 | 100% | Fall 2017 | | | | X | |
| 210 | GWS 198 | Directed Group Study <i>(100% when taken with MES specialization)</i> | Moallem, M. | 1 | 100% | Fall 2016 | 16 | | 16 | | |
| 211 | GWS 236 | Diaspora, Border, and Transnational Identities <i>Taught by Middle East specialist-Middle East</i> | Moallem, M. | 4 | 50% | Fall 2016 | 1 | 11 | 12 | | |
| 212 | GWS 24 | Freshman Seminar in Gender and Women Studies | Moallem, M. | 1 | 25% | Spring 2018 | | | | X | X |
| 213 | GWS 98 | Directed Group Study <i>(100% when taken with MES specialization)</i> | Moallem, M. | 1 | 100% | Fall 2016 | 3 | | 3 | | |
| German | | | | | | | | | | | |
| 214 | GERMAN 186 | Transnational Cinemas: Selling the Self <i>Taught by Middle East specialist-Middle East</i> | Gokturk, D. | 4 | 25% | Fall 2017 | | | | X | |
| 215 | GERMAN 299 | Independent Study <i>(100% when taken with MES specialization)</i> | Gokturk, D. | 4 | 100% | Fall 2017 | | | | X | |
| 216 | GERMAN 299 | Independent Study <i>(100% when taken with MES specialization)</i> | Gokturk, D. | 4 | 100% | Spring 2018 | | | | X | X |
| 217 | GERMAN 299 | Independent Study <i>(100% when taken with MES specialization)</i> | Gokturk, D. | 2 | 100% | Spring 2018 | | | | X | X |
| Global Studies | | | | | | | | | | | |
| 218 | GLOBAL 154 | The Gulf States and the Arab Spring* | Bartu, P. | 4 | 100% | Fall 2018 | | | | | X |
| 219 | GLOBAL 154M | The Gulf States and the Arab Spring | Bartu, P. | 4 | 100% | Fall 2017 | | | | X | |
| 220 | GLOBAL 154M | Political Transitions in Middle East and North Africa | Bartu, P. | 4 | 100% | Spring 2018 | | | | X | |

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| | Course Number | Course Title | Instructor | Units | % ME | Semester | 2016-17 Enrollment | | | Offered | |
|---------------|---------------|---|-----------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 221 | GLOBAL 154M | Political Transitions in Middle East and North Africa* | Bartu, P. | 4 | 100% | Spring 2019 | | | | | X |
| 222 | GLOBAL 142 | Jews and Muslims <i>Cross-listed with History 100M</i> | Gottreich, E. | 4 | 100% | Fall 2018 | | | | | X |
| 223 | GLOBAL 154M | The Middle East and North Africa after the Arab Spring | Monshipouri, M. | 4 | 100% | Summer 2017 | | | | | |
| 224 | GLOBAL 110M | Middle East in Global Context | Zoughbie, D. | 3 | 100% | Spring 2017 | 24 | | 24 | | |
| 225 | GLOBAL 110M | Middle East in Global Context | Zoughbie, D. | 3 | 100% | Spring 2018 | | | | X | |
| 226 | GLOBAL 140 | Mapping Diasporas <i>Cross-listed with JEWISH 121</i> | Spagnolo, F. | 4 | 50% | Fall 2018 | | | | | X |
| Hebrew | | | | | | | | | | | |
| 227 | HEBREW 100A | Advanced Hebrew | Adler, R. | 3 | 100% | Fall 2016 | 3 | | 3 | | |
| 228 | HEBREW 100A | Advanced Hebrew | Adler, R. | 3 | 100% | Fall 2017 | | | | X | |
| 229 | HEBREW 100A | Advanced Hebrew | Adler, R. | 3 | 100% | Fall 2018 | | | | | X |
| 230 | HEBREW 100B | Advanced Hebrew: Israeli Cinema | Adler, R. | 3 | 100% | Spring 2018 | | | | X | X |
| 231 | HEBREW 106A | Elementary Biblical Hebrew | Adler, R. | 3 | 100% | Fall 2017 | | | | X | |
| 232 | HEBREW 106B | Elementary Biblical Hebrew | Adler, R. | 3 | 100% | Spring 2017 | | 2 | 2 | | X |
| 233 | HEBREW 106B | Elementary Biblical Hebrew | Adler, R. | 3 | 100% | Spring 2018 | | | | X | X |
| 234 | HEBREW 1A | Elementary Hebrew | Adler, R. | 5 | 100% | Fall 2016 | 19 | 3 | 22 | | |
| 235 | HEBREW 1A | Elementary Hebrew | Adler, R. | 5 | 100% | Fall 2018 | | | | | X |

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|-----|---------------|---|-------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 236 | HEBREW 1B | Elementary Hebrew | Adler, R. | 5 | 100% | Spring 2017 | 11 | 2 | 13 | | X |
| 237 | HEBREW 20A | Intermediate Hebrew | Adler, R. | 5 | 100% | Fall 2016 | 3 | 1 | 4 | | |
| 238 | HEBREW 20A | Intermediate Hebrew | Adler, R. | 5 | 100% | Fall 2017 | | | | X | |
| 239 | HEBREW 20A | Intermediate Hebrew | Adler, R. | 5 | 100% | Fall 2018 | | | | | X |
| 240 | HEBREW 20B | Intermediate Hebrew | Adler, R. | 5 | 100% | Spring 2018 | | | | X | X |
| 241 | HEBREW 203B | Advanced Modern Hebrew Texts | Alter, R. | 3 | 100% | Spring 2018 | | | | X | X |
| 242 | HEBREW 106A | Elementary Biblical Hebrew | Boyarin, C. | 3 | 100% | Fall 2018 | | | | | X |
| 243 | HEBREW 1A | Elementary Hebrew | Boyarin, C. | 5 | 100% | Fall 2017 | | | | X | |
| 244 | HEBREW 1B | Elementary Hebrew | Boyarin, C. | 5 | 100% | Spring 2018 | | | | X | X |
| 245 | HEBREW 202A | Advanced Late Antique Hebrew Texts | Boyarin, D. | 3 | 100% | Fall 2018 | | | | | X |
| 246 | HEBREW 202B | Advanced Biblical Hebrew Texts | Boyarin, D. | 3 | 100% | Spring 2018 | | | | X | X |
| 247 | HEBREW 298 | Research Methods in Modern Hebrew Literature: Seminar and Dissertation Workshop | Boyarin, D. | 3 | 100% | Fall 2017 | | | | X | |
| 248 | HEBREW 106A | Elementary Biblical Hebrew | Hendel, R. | 3 | 100% | Fall 2016 | 5 | 2 | 7 | | |
| 249 | HEBREW 201A | Advanced Biblical Hebrew Texts | Hendel, R. | 3 | 100% | Fall 2017 | | | | X | |
| 250 | HEBREW 201A | Advanced Biblical Hebrew Texts | Hendel, R. | 3 | 100% | Fall 2018 | | | | | X |
| 251 | HEBREW 201B | Advanced Biblical Hebrew Texts | Hendel, R. | 3 | 100% | Spring 2017 | | 4 | 4 | | X |

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|----------------|---------------|--|---------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 252 | HEBREW 201B | Advanced Biblical Hebrew Texts | Hendel, R. | 3 | 100% | Spring 2018 | | | | X | X |
| 253 | HEBREW 298 | Special Topics in Hebrew | Hendel, R. | 2 | 100% | Fall 2016 | | 3 | 3 | | |
| 254 | HEBREW 104A | Modern Hebrew Literature & Culture | Kronfeld, C. | 3 | 100% | Fall 2016 | 4 | 2 | 6 | | |
| 255 | HEBREW 104A | The Contemporary Moment in Hebrew Literature | Kronfeld, C. | 3 | 100% | Fall 2017 | | | | X | |
| 256 | HEBREW 104A | Two Perspectives on Statehood Generation Poetry | Kronfeld, C. | 3 | 100% | Fall 2018 | | | | | X |
| 257 | HEBREW 104B | Modern Hebrew Literature & Culture | Kronfeld, C. | 3 | 100% | Spring 2017 | 7 | | 7 | | X |
| 258 | HEBREW 204A | Advanced Modern Hebrew Literature & Culture | Kronfeld, C. | 3 | 100% | Fall 2018 | | | | | X |
| 259 | HEBREW 204B | Writing Gender in Modern Hebrew Literature | Kronfeld, C. | 3 | 100% | Spring 2017 | | 5 | 5 | | X |
| History | | | | | | | | | | | |
| 260 | HISTORY 103M | Problems in Interpretation in the Several Fields of History: Middle East | Philliou, C. | 4 | 100% | Fall 2018 | | | | | X |
| 261 | HISTORY 109B | The Middle East 1000-1750 | Philliou, C. | 4 | 100% | Fall 2018 | | | | | X |
| 262 | HISTORY 12 | The Middle East | Philliou, C. | 4 | 100% | Fall 2018 | | | | | X |
| 263 | HISTORY 177A | Armenia: From Ethnogenesis to the Dark Ages | Astourian, S. | 4 | 25% | Fall 2017 | | | | X | |
| 264 | HISTORY 177B | Armenia: From Pre-modern Empires to the Present | Astourian, S. | 4 | 25% | Fall 2016 | 9 | | 9 | | |
| 265 | HISTORY 177B | Armenia: From Pre-modern Empires to the Present | Astourian, S. | 4 | 25% | Fall 2018 | | | | | X |

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|-----|---------------|--|---------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 266 | HISTORY 175B | Jewish Civilization: Modern Period | Efron, J. | 4 | 25% | Fall 2016 | 21 | | 21 | | |
| 267 | HISTORY 175B | Jews in the Modern World | Efron, J. | 4 | 25% | Fall 2018 | | | | | X |
| 268 | HISTORY 280B | Ancient Israel in the Modern Western Imagination | Efron, J. | 4 | 100% | Fall 2018 | | | | | X |
| 269 | HISTORY 100M | History of Political Islam | Genell, A. | 4 | 100% | Fall 2016 | 48 | | 48 | | |
| 270 | HISTORY 103F | Sovereignty and Culture in the Middle East | Genell, A. | 4 | 100% | Fall 2016 | 4 | 1 | 5 | | |
| 271 | HISTORY 103M | Egypt between Empires | Genell, A. | 4 | 100% | Spring 2017 | 4 | | 4 | | X |
| 272 | HISTORY 109C | The Middle East from the 18th Century to the Present | Genell, A. | 4 | 100% | Spring 2017 | 56 | 1 | 57 | | X |
| 273 | HISTORY 100M | Jews and Muslims <i>Cross-listed with Global 142</i> | Gottreich, E. | 4 | 100% | Fall 2018 | | | | | X |
| 274 | HISTORY 100M | Family, Gender, and Sexuality in the Middle East | Griffith, Z. | 4 | 100% | Spring 2018 | | | | X | |
| 275 | HISTORY 103M | Cosmopolitanism: Questioning Difference, Toleration, and Conflict | Griffith, Z. | 4 | 100% | Fall 2017 | | | | X | |
| 276 | HISTORY 109B | The Middle East, 1000-1750 | Griffith, Z. | 4 | 100% | Fall 2017 | | | | X | |
| 277 | HISTORY 109C | The Middle East from the 18th Century to the Present | Griffith, Z. | 4 | 100% | Spring 2018 | | | | X | X |
| 278 | HISTORY 109C | The Middle East from the 18th Century to the Present | Griffith, Z. | 4 | 100% | Summer 2017 | | | | | |
| 279 | HISTORY 4A | Origins of Western Civilization: The Ancient Mediterranean World | Mackil, E. | 4 | 100% | Fall 2017 | | | | X | |
| 280 | HISTORY 108 | Byzantium | Mavroudi, M. | 4 | 75% | Fall 2017 | | | | X | |
| 281 | HISTORY 299 | Directed Reading <i>(100% when taken with MES specialization)</i> | Mavroudi, M. | 1 | 100% | Spring 2018 | | | | X | X |

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|-----------------------|---------------|---|----------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 282 | HISTORY 299 | Directed Reading <i>(100% when taken with MES specialization)</i> | Mavroudi, M. | 4 | 100% | Spring 2018 | | | | X | X |
| 283 | HISTORY C188C | Magic, Religion, and Science: The Ancient and Medieval Worlds | Mavroudi, M. | 4 | 50% | Spring 2018 | | | | X | X |
| 284 | HISTORY 4A | Origins of Western Civilization: The Ancient Mediterranean World | Noreña, Carlos | 4 | 50% | Fall 2018 | | | | | X |
| 285 | HISTORY 100M | The Emergence of the Modern Middle East | Philliou, C. | 4 | 100% | Fall 2016 | 40 | | 40 | | |
| 286 | HISTORY 12 | The Middle East | Philliou, C. | 4 | 100% | Spring 2018 | | | | X | X |
| 287 | HISTORY 280M | World War One in the Ottoman Empire | Philliou, C. | 4 | 100% | Fall 2018 | | | | | X |
| 288 | HISTORY 299 | Directed Reading <i>(100% when taken with MES specialization)</i> | Philliou, C. | 4 | 100% | Fall 2016 | | 2 | 2 | | |
| 289 | HISTORY 299 | Directed Reading <i>(100% when taken with MES specialization)</i> | Philliou, C. | 4 | 100% | Spring 2017 | | 1 | 1 | | X |
| 290 | HISTORY 98 | Directed Group Study <i>(100% when taken with MES specialization)</i> | Philliou, C. | 1 | 100% | Fall 2016 | 17 | | 17 | | |
| 291 | HISTORY N100 | The Middle East from the 18th Century to the Present | Philliou, C. | 4 | 100% | Summer 2018 | | | | | |
| 292 | HISTORY N109C | The Middle East from the 18th Century to the Present | Strieff, D. | 4 | 100% | Summer 2016 | 14 | 4 | 18 | | |
| 293 | HISTORY 100AP | Warfare and the Ancient World <i>(Includes emphasis on Arab invasions of the</i> | Taylor, M. | 4 | 25% | Spring 2018 | | | | X | |
| History of Art | | | | | | | | | | | |
| 294 | HISTART 101 | Theories & Methods for a Global History of Art <i>Taught by Middle East specialist-Middle East</i> | Lenssen, A. | 4 | 25% | Spring 2018 | | | | X | X |
| 295 | HISTART 192H | Middle East Conceptualisms | Lenssen, A. | 4 | 100% | Spring 2018 | | | | X | X |
| 296 | HISTART 199 | Supervised Independent Study <i>(100% when taken with MES specialization)</i> | Lenssen, A. | 1 | 100% | Fall 2016 | 1 | | 1 | | |

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|---------------------------------------|---------------|--|-----------------|-------|------|----------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 297 | HISTART 290 | Futurism and Futurity <i>Taught by Middle East specialist - Middle East</i> | Lenssen, A. | 4 | 50% | Fall 2017 | | | | X | |
| 298 | HISTART 602 | Independent Doctoral Study <i>(100% when taken with MES specialization)</i> | Lenssen, A. | 4 | 100% | Spring 2018 | | | | X | X |
| 299 | HISTART H195 | Special Study Honor <i>(100% when taken with MES specialization)</i> | Lenssen, A. | 4 | 100% | Fall 2016 | 1 | | 1 | | |
| 300 | HISTART H195 | Special Study Honor <i>(100% when taken with MES specialization)</i> | Lenssen, A. | 4 | 100% | Spring 2017 | 1 | | 1 | | |
| 301 | HISTART H195 | Special Study Honor <i>(100% when taken with MES specialization)</i> | Lenssen, A. | 4 | 100% | Spring 2018 | | | | X | X |
| International and Area Studies | | | | | | | | | | | |
| 302 | IAS 299 | Directed Reading <i>(100% when taken with MES specialization)</i> | Ahmadi, S. | 4 | 100% | Spring 2018 | | | | X | X |
| 303 | IAS 150 | New Approaches to Crises and Political Transition in the Middle East and North Africa | Bartu, P. | 4 | 100% | Spring 2017 | 20 | | 20 | | X |
| 304 | IAS 299 | Directed Reading <i>(100% when taken with MES specialization)</i> | Bartu, P. | 4 | 100% | Spring 2018 | | | | X | X |
| 305 | IAS 150 | The Middle East and North Africa after the Arab Spring | Monshipouri, M. | 4 | 100% | Summer 2017 | | | | | |
| 306 | IAS 299 | Directed Reading <i>(100% when taken with MES specialization)</i> | Zook, D. | 4 | 100% | Spring 2018 | | | | X | |
| 307 | IAS 150 | U.S. Foreign Policy In the Middle East | Zoughbie, D. | 4 | 100% | Fall 2016 | 16 | 1 | 17 | | |
| 308 | IAS 150 | U.S. Foreign Policy In the Middle East | Zoughbie, D. | 4 | 100% | Fall 2017 | | | | X | |
| Italian Studies | | | | | | | | | | | |
| 309 | ITALIAN 298 | Special Study <i>(100% when taken with MES specialization)</i> | Fuller, M. | 4 | 100% | Fall 2017 | | | | X | |
| 310 | ITALIAN 298 | Special Study <i>(100% when taken with MES specialization)</i> | Fuller, M. | 2 | 100% | Spring 2018 | | | | X | |

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| | Course Number | Course Title | Instructor | Units | % ME | Semester | 2016-17 Enrollment | | | Offered | |
|-----------------------|---------------|--|--------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| Jewish Studies | | | | | | | | | | | |
| 311 | JEWISH 299 | Independent Study/Research <i>(100% when taken with MES specialization)</i> | Boyarin, D. | 3 | 100% | Summer 2017 | | | | | |
| 312 | JEWISH 198 | Directed Group Study <i>(100% when taken with MES specialization)</i> | Brinner, B. | 2 | 100% | Fall 2017 | | | | X | |
| 313 | JEWISH 98 | Directed Group Study <i>(100% when taken with MES specialization)</i> | Brinner, B. | 2 | 100% | Spring 2018 | | | | X | X |
| 314 | JEWISH 98 | Directed Group Study <i>(100% when taken with MES specialization)</i> | Brinner, B. | 2 | 100% | Spring 2018 | | | | X | X |
| 315 | JEWISH 39Q | Critical Issues in Israeli Society: A Multidisciplinary Perspective, from the Social | Golbert, R. | 2 | 100% | Spring 2017 | 7 | | 7 | | |
| 316 | JEWISH 200 | Hebrew Modernism and the Law of the Father <i>Cross-listed with COMLIT 298</i> | Gluzman, M. | 4 | 100% | Spring 2018 | | | | X | X |
| 317 | JEWISH 122 | Theological Challenges for Contemporary Judaism | Kasher, D. | 3 | 50% | Spring 2018 | | | | X | |
| 318 | JEWISH 100 | Cultural Legacies of the Jews | Luzon, D. | 3 | 25% | Spring 2018 | | | | X | |
| 319 | JEWISH 122 | Introduction to Jewish Mysticism <i>Cross-listed with NESTUD 190C</i> | Persico, T. | 3 | 100% | Fall 2018 | | | | | X |
| 320 | JEWISH 123 | Israeli Society: Social Structure, Inequality, and Political Cleavages | Shalev, M. | 3 | 100% | Fall 2018 | | | | | X |
| 321 | JEWISH 123 | Israeli Society: Social Structure, Inequality, and Political Cleavages | Shalev, M. | 3 | 100% | Fall 2017 | | | | X | |
| 322 | JEWISH 121 | Jewish Nightlife: Poetry, Music, and Ritual Performance From Renaissance Italy to | Spagnolo, F. | 4 | 50% | Fall 2017 | | | | X | |
| 323 | JEWISH 121 | Mapping Diasporas <i>Cross-listed with GLOBAL 140</i> | Spagnolo, F. | 4 | 50% | Fall 2018 | | | | | X |
| 324 | JEWISH 198 | Directed Group Study <i>(100% when taken with MES specialization)</i> | Spagnolo, F. | 2 | 100% | Spring 2018 | | | | X | X |
| 325 | JEWISH 198 | Jewish Food Journey <i>(Directed Group Study)</i> | Spagnolo, F. | 2 | 50% | Spring 2018 | | | | X | X |

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| | Course Number | Course Title | Instructor | Units | % ME | Semester | 2016-17 Enrollment | | | Offered | |
|-------------------------------|---------------|---|-------------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 326 | JEWISH 198 | Film: A Look into Israeli Minorities <i>(Directed Group Study)</i> | Szobel, I. | 2 | 100% | Spring 2017 | 19 | | 19 | | |
| 327 | JEWISH 198 | What is Israel? <i>(Directed Group Study)</i> | Zeedan, R. | 2 | 100% | Spring 2018 | | | | X | |
| Journalism | | | | | | | | | | | |
| 328 | J298 | Bang Bang Abroad: Following It, Reporting It, Writing It | Danner, M. | 3 | 25% | Spring 2018 | | | | X | |
| 329 | J298 | First Year Seminar <i>Middle East case studies</i> | Danner, M. | 2 | 25% | Fall 2018 | | | | | X |
| 330 | J298 | Israel and the Palestinian Territories | McGirk, T. | 2 | 100% | Fall 2017 | | | | X | |
| Law | | | | | | | | | | | |
| 331 | LAW 265.4 | Jewish Law | Bamberger, K. | 2 | 100% | Spring 2018 | | | | X | |
| Legal Studies | | | | | | | | | | | |
| 332 | LEGALST 174 | Comparative Constitutional Law: The Case of Israel | Kricheli-Katz, T. | 4 | 100% | Fall 2016 | 32 | | 32 | | |
| 333 | LEGALST 110 | Law and Society in Iran | Payvar, B. | 4 | 100% | Summer 2018 | | | | | |
| 334 | LEGALST 174 | Comparative Constitutional Law: The Case of Israel | Reichman, A. | 4 | 100% | Spring 2018 | | | | X | |
| 335 | LEGALST 190 | Comparative Criminal Justice Reform <i>(Comparing the Israeli and US criminal justice)</i> | Rosenberg, H. | 4 | 50% | Spring 2018 | | | | X | |
| Middle Eastern Studies | | | | | | | | | | | |
| 336 | MESTU 102 | Scope and Methods of Research in Middle Eastern Studies | Bartu, P. | 4 | 100% | Fall 2017 | | | | X | X |
| 337 | MESTU 102 | Scope and Methods of Research in Middle Eastern Studies | Bartu, P. | 4 | 100% | Fall 2018 | | | | | X |

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|-----|---------------|---|---------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 338 | MESTU 130 | New Approaches to Crises and Political Transition in the Middle East and North Africa | Bartu, P. | 4 | 100% | Spring 2017 | 20 | 1 | 21 | | X |
| 339 | MESTU 150 | The Gulf States and the Arab Spring | Bartu, P. | 4 | 100% | Fall 2017 | | | | X | |
| 340 | MESTU 190 | Senior Thesis in Middle Eastern Studies | Bartu, P. | 3 | 100% | Spring 2018 | | | | X | X |
| 341 | MESTU 199 | Supervised Independent Study in Middle Eastern Studies | Bartu, P. | 4 | 100% | Spring 2018 | | | | X | X |
| 342 | MESTU 197 | Voices of the Middle East and North Africa | Gottreich, E. | 3 | 100% | Fall 2016 | 2 | | 2 | | |
| 343 | MESTU 197 | Voices of the Middle East and North Africa | Gottreich, E. | 3 | 100% | Fall 2017 | | | | X | |
| 344 | MESTU 197 | Gender in Islam Virtual Exchange | Gottreich, E. | 2 | 100% | Fall 2016 | 4 | | 4 | | |
| 345 | MESTU 197 | Voices of the Middle East and North Africa | Gottreich, E. | 3 | 100% | Spring 2017 | 2 | | 2 | | X |
| 346 | MESTU 199 | Social Entrepreneurship in the Middle East and North Africa | Gottreich, E. | 2 | 100% | Fall 2017 | | | | | |
| 347 | MESTU 199 | Stevens Global Ambassadors Project: Public Health and Conflict in the Middle East | Gottreich, E. | 2 | 100% | Spring 2017 | 5 | 4 | 9 | | |
| 348 | MESTU 24 | Current Events in the Middle East | Gottreich, E. | 1 | 100% | Fall 2016 | 15 | | 15 | | |
| 349 | MESTU 24 | Current Events in the Middle East | Gottreich, E. | 1 | 100% | Fall 2017 | | | | X | |
| 350 | MESTU 197 | Field Study in Middle Eastern Studies | Zook, D. | 3 | 100% | Fall 2017 | | | | X | |
| 351 | MESTU 197 | Field Study in Middle Eastern Studies | Zook, D. | 1 | 100% | Spring 2018 | | | | X | X |
| 352 | MESTU 150 | U.S. Foreign Policy in the Middle East | Zoughbie, D. | 4 | 100% | Fall 2016 | 23 | | 23 | | |
| 353 | MESTU 150 | U.S. Foreign Policy in the Middle East | Zoughbie, D. | 4 | 100% | Fall 2017 | | | | X | |
| 354 | MESTU 190 | Senior Thesis in Middle Eastern Studies | Zoughbie, D. | 3 | 100% | Spring 2017 | 5 | | 5 | | |

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|-----------------------------|---------------|--|--------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| Music | | | | | | | | | | | |
| 355 | MUSIC 132 | Music of the Middle East | Brinner, B. | 4 | 100% | Fall 2018 | | | | | X |
| 356 | MUSIC 180 | Music in Contemporary Israel | Brinner, B. | 3 | 100% | Spring 2018 | | | | X | X |
| 357 | MUSIC 199 | Supervised Independent Study <i>(100% when taken with MES specialization)</i> | Brinner, B. | 2 | 50% | Spring 2018 | | | | X | X |
| 358 | MUSIC 247 | Ethnomusicology: Networks, Ecosystems, Holistic Approaches to Musical Worlds | Brinner, B. | 4 | 25% | Fall 2017 | | | | X | |
| 359 | MUSIC 299 | Special Study <i>(100% when taken with MES specialization)</i> | Brinner, B. | 10 | 100% | Fall 2016 | | 5 | 5 | | |
| 360 | MUSIC 299 | Special Study <i>(100% when taken with MES specialization)</i> | Brinner, B. | 8 | 100% | Fall 2017 | | | | X | |
| 361 | MUSIC 299 | Special Study <i>(100% when taken with MES specialization)</i> | Brinner, B. | 8 | 100% | Spring 2018 | | | | X | X |
| 362 | MUSIC 139 | Jewish Nightlife: Poetry, Music, and Ritual Performance From Renaissance Italy to | Spagnolo, F. | 4 | 50% | Fall 2017 | | | | X | |
| Near Eastern Studies | | | | | | | | | | | |
| 363 | NESTUD 160 | Religions of Ancient Iran | Benkato, A. | 4 | 100% | Fall 2018 | | | | | X |
| 364 | NESTUD 190I | Old Persian | Benkato, A. | 4 | 100% | Fall 2018 | | | | | X |
| 365 | NESTUD R1A | Mesopotamian Wisdom Literature | Breger, G. | 4 | 100% | Fall 2018 | | | | | X |
| 366 | NESTUD 290E | Special Study in Near Eastern Studies | Adler, R. | 2 | 100% | Spring 2017 | | 1 | 1 | | X |
| 367 | NESTUD 162B | History of Persian Literature | Ahmadi, S. | 4 | 100% | Spring 2017 | 8 | | 8 | | |
| 368 | NESTUD 175 | History and Culture of Afghanistan | Ahmadi, S. | 3 | 50% | Spring 2018 | | | | X | |

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|-----|---------------|--|------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 369 | NESTUD 199 | Supervised Independent Study in Near Eastern Studies | Ahmadi, S. | 4 | 100% | Fall 2016 | 1 | | 1 | | |
| 370 | NESTUD 199 | Supervised Independent Study in Near Eastern Studies | Ahmadi, S. | 4 | 100% | Fall 2017 | | | | X | |
| 371 | NESTUD 199 | Supervised Independent Study in Near Eastern Studies | Ahmadi, S. | 4 | 100% | Spring 2018 | | | | X | X |
| 372 | NESTUD 290F | Special Study in Near Eastern Studies | Ahmadi, S. | 3 | 100% | Spring 2017 | | 1 | 1 | | X |
| 373 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Ahmadi, S. | 8 | 100% | Fall 2016 | | 1 | 1 | | |
| 374 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Ahmadi, S. | 10 | 100% | Fall 2017 | | | | X | |
| 375 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Ahmadi, S. | 10 | 100% | Spring 2017 | | 2 | 2 | | X |
| 376 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Ahmadi, S. | 12 | 100% | Spring 2018 | | | | X | X |
| 377 | NESTUD 602 | Individual Study for Doctoral Students in Near Eastern Studies | Ahmadi, S. | 8 | 100% | Fall 2016 | | 1 | 1 | | |
| 378 | NESTUD H195 | Senior Honors in Near Eastern Studies | Ahmadi, S. | 3 | 100% | Spring 2017 | 1 | | 1 | | |
| 379 | NESTUD 147 | The Rise of Islamic Civilization | Ahmed, A. | 4 | 100% | Fall 2018 | | | | | X |
| 380 | NESTUD 290A | Special Study in Near Eastern Studies | Ahmed, A. | 4 | 100% | Fall 2016 | | 1 | 1 | | |
| 381 | NESTUD 290A | Special Study in Near Eastern Studies | Ahmed, A. | 4 | 100% | Fall 2017 | | | | X | |
| 382 | NESTUD 290A | Special Study in Near Eastern Studies | Ahmed, A. | 3 | 100% | Spring 2017 | | 1 | 1 | | X |
| 383 | NESTUD 290A | Special Study in Near Eastern Studies | Ahmed, A. | 4 | 100% | Spring 2018 | | | | X | X |
| 384 | NESTUD 290B | Special Study in Near Eastern Studies | Ahmed, A. | 4 | 100% | Fall 2017 | | | | X | |

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| | Course Number | Course Title | Instructor | Units | % ME | Semester | 2016-17 Enrollment | | | Offered | |
|-----|---------------|--|--------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 385 | NESTUD 298 | Methods of Research in Islamic Studies | Ahmed, A. | 4 | 75% | Fall 2016 | | 3 | 3 | | |
| 386 | NESTUD 298 | Near Eastern Studies Seminar | Ahmed, A. | 1-4 | 100% | Fall 2018 | | | | | X |
| 387 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Ahmed, A. | 12 | 100% | Fall 2016 | | 1 | 1 | | |
| 388 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Ahmed, A. | 12 | 100% | Fall 2017 | | | | X | |
| 389 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Ahmed, A. | 12 | 100% | Spring 2017 | | 2 | 2 | | X |
| 390 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Ahmed, A. | 12 | 100% | Spring 2018 | | | | X | X |
| 391 | NESTUD 601 | Individual Study for Master's Students in Near Eastern Studies | Ahmed, A. | 5 | 100% | Spring 2017 | | 2 | 2 | | |
| 392 | NESTUD 602 | Individual Study for Doctoral Students in Near Eastern Studies | Ahmed, A. | 8 | 100% | Fall 2016 | | 1 | 1 | | |
| 393 | NESTUD 602 | Individual Study for Doctoral Students in Near Eastern Studies | Ahmed, A. | 3 | 100% | Summer 2016 | | 2 | 2 | | |
| 394 | NESTUD 114 | Digital Ancient Near East | Anderson, A. | 3 | 100% | Spring 2018 | | | | X | X |
| 395 | NESTUD 190A | Ancient Near Eastern Studies | Anderson, A. | 4 | 100% | Spring 2017 | 5 | 2 | 7 | | |
| 396 | NESTUD 140 | Topics in Islamic Thought and Institutions | Bazian, H. | 3 | 100% | Spring 2017 | 33 | 1 | 34 | | X |
| 397 | NESTUD 144 | Sufism: The Mysticism of Islam | Bazian, H. | 3 | 100% | Fall 2016 | 80 | 2 | 82 | | |
| 398 | NESTUD 290E | Special Study in Near Eastern Studies | Boyarin, D. | 2 | 100% | Fall 2016 | | 2 | 2 | | |
| 399 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Boyarin, D. | 12 | 100% | Fall 2016 | | 1 | 1 | | |
| 400 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Boyarin, D. | 11 | 100% | Fall 2017 | | | | X | |

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|-----|---------------|---|---------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 401 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Boyarin, D. | 12 | 100% | Spring 2017 | | 1 | 1 | | X |
| 402 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Boyarin, D. | 12 | 100% | Spring 2018 | | | | X | X |
| 403 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Boyarin, D. | 3 | 100% | Summer 2016 | | 1 | 1 | | |
| 404 | NESTUD 601 | Individual Study for Master's Students in Near Eastern Studies | Boyarin, D. | 8 | 100% | Fall 2017 | | | | X | |
| 405 | NESTUD 601 | Individual Study for Master's Students in Near Eastern Studies | Boyarin, D. | 4 | 100% | Spring 2017 | | 1 | 1 | | |
| 406 | NESTUD 105A | Ancient Mesopotamian Documents and Literature | Breger, G. | 3 | 100% | Fall 2016 | 24 | | 24 | | |
| 407 | NESTUD R1B | Astronomy Before the Telescope: Pre-modern Understanding of the Heavens | Breger, G. | 4 | 100% | Spring 2018 | | | | X | X |
| 408 | NESTUD 150B | Arabic Literature In Translation | Diab, A. | 3 | 100% | Spring 2017 | 13 | | 13 | | |
| 409 | NESTUD 150B | Safar: Travel in Arabic Literature | Diab, A. | 3 | 100% | Spring 2018 | | | | X | |
| 410 | NESTUD 152 | Cultural Encounters in Modern Arabic Literature: Palestinian Memories for a Forgetful | Diab, A. | 3 | 100% | Spring 2018 | | | | X | |
| 411 | NESTUD 190E | Introduction to Reel Arabs | Diab, A. | 4 | 100% | Fall 2017 | | | | X | |
| 412 | NESTUD 190E | Introduction to Reel Arabs | Diab, A. | 4 | 100% | Fall 2018 | | | | X | X |
| 413 | NESTUD 602 | Individual Study for Doctoral Students in Near Eastern Studies | Diab, A. | 8 | 100% | Spring 2018 | | | | X | |
| 414 | NESTUD 146A | Islam | Ehteshami, A. | 3 | 100% | Fall 2017 | | | | X | |
| 415 | NESTUD 146A | Introduction to Islam | Ehteshami, A. | 3 | 100% | Summer 2017 | | | | | |
| 416 | NESTUD 180 | The Quran and its Interpretation | Ehteshami, A. | 3 | 100% | Spring 2017 | 27 | | 27 | | X |

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|-----|---------------|---|----------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 417 | NESTUD 190A | Beginning Kurmanji Kurdish | Ekici, D. | 4 | 100% | Fall 2016 | 3 | 3 | 6 | | |
| 418 | NESTUD 190A | Beginning Kurmanji Kurdish | Ekici, D. | 4 | 100% | Fall 2017 | | | | X | |
| 419 | NESTUD 190A | Intermediate Kurmanji Kurdish | Ekici, D. | 4 | 100% | Spring 2017 | 2 | 4 | 6 | | |
| 420 | NESTUD 190A | Intermediate Kurmanji Kurdish | Ekici, D. | 4 | 100% | Spring 2018 | | | | X | |
| 421 | NESTUD R1A | Which Way Home? Narratives of Pilgrimage from Islamicate Lands | Fani, Aria | 4 | 100% | Summer 2017 | | | | | |
| 422 | NESTUD 146B | Islam | Faruque, M. | 3 | 100% | Spring 2017 | 30 | | 30 | | |
| 423 | NESTUD R1A | Imagination Without Limits: Mystical Thought in Islam | Faruque, M. | 4 | 100% | Fall 2016 | 26 | | 26 | | |
| 424 | NESTUD 190A | Readers of the Lost Ark: Texts, Objects, and Memory in the Bible and Beyond | Fisher, Daniel | 4 | 100% | Fall 2016 | 3 | | 3 | | |
| 425 | NESTUD 10 | Introduction to the Near East | Hayes, J. | 4 | 100% | Fall 2016 | 76 | | 76 | | |
| 426 | NESTUD 10 | Introduction to the Near East | Hayes, J. | 4 | 100% | Fall 2017 | | | | X | |
| 427 | NESTUD 10 | Introduction to the Near East | Hayes, J. | 4 | 100% | Fall 2018 | | | | | X |
| 428 | NESTUD 199 | Supervised Independent Study in Near Eastern Studies | Hayes, J. | 2 | 100% | Spring 2017 | 1 | | 1 | | |
| 429 | NESTUD 199 | Supervised Independent Study in Near Eastern Studies | Hayes, J. | 3 | 100% | Summer 2016 | 1 | | 1 | | |
| 430 | NESTUD 290G | Special Study in Near Eastern Studies | Hayes, J. | 3 | 100% | Fall 2016 | | 2 | 2 | | |
| 431 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Hayes, J. | 8 | 100% | Fall 2017 | | | | X | |
| 432 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Hayes, J. | 9 | 100% | Spring 2018 | | | | X | X |

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|-----|---------------|--|--------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 433 | NESTUD H195 | Senior Honors in Near Eastern Studies | Hayes, J. | 3 | 100% | Spring 2017 | 1 | | 1 | | |
| 434 | NESTUD 135 | Jewish Civilization I: The Biblical Period | Hendel, R. | 4 | 100% | Spring 2018 | | | | X | |
| 435 | NESTUD 290A | Special Study in Near Eastern Studies | Hendel, R. | 2 | 100% | Fall 2016 | | 1 | 1 | | |
| 436 | NESTUD 290E | Special Study in Near Eastern Studies | Hendel, R. | 1 | 100% | Fall 2017 | | | | X | |
| 437 | NESTUD 290E | Special Study in Near Eastern Studies | Hendel, R. | 4 | 100% | Spring 2017 | | 1 | 1 | | X |
| 438 | NESTUD 298 | Imagination and Representation of Biblical Israel | Hendel, R. | 1 | 100% | Spring 2017 | | 1 | 1 | | |
| 439 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Hendel, R. | 12 | 100% | Fall 2016 | | 1 | 1 | | |
| 440 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Hendel, R. | 12 | 100% | Spring 2017 | | 1 | 1 | | X |
| 441 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Hendel, R. | 9 | 100% | Spring 2018 | | | | X | X |
| 442 | NESTUD 39A | Ancient Near Eastern Mythology | Hendel, R. | 4 | 100% | Fall 2016 | 21 | | 21 | | |
| 443 | NESTUD 39A | Ancient Near Eastern Mythology | Hendel, R. | 4 | 100% | Fall 2018 | | | | | X |
| 444 | NESTUD 602 | Individual Study for Doctoral Students in Near Eastern Studies | Hendel, R. | 8 | 100% | Fall 2017 | | | | X | |
| 445 | NESTUD 602 | Individual Study for Doctoral Students in Near Eastern Studies | Hendel, R. | 6 | 100% | Spring 2017 | | 1 | 1 | | |
| 446 | NESTUD R1B | Reading and Composition in Near Eastern Studies | Jensen, V. | 4 | 100% | Spring 2017 | 19 | | 19 | | X |
| 447 | NESTUD R1A | Reading the Heretic King: Akhenaten | Johnston, K. | 4 | 100% | Summer 2018 | | | | | |
| 448 | NESTUD 102A | Archaeology of Ancient Egypt | Kaiser, J. | 4 | 100% | Fall 2016 | 13 | 1 | 14 | | |

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|-----|---------------|--|--------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 449 | NESTUD 102B | Archaeology of Ancient Egypt | Kaiser, J. | 4 | 100% | Spring 2017 | 12 | 1 | 13 | | |
| 450 | NESTUD 190A | Ancient Near Eastern Studies | Kaiser, J. | 4 | 100% | Fall 2016 | 1 | 2 | 3 | | |
| 451 | NESTUD 190A | Ancient Near Eastern Studies | Kaiser, J. | 4 | 100% | Spring 2017 | 5 | 2 | 7 | | |
| 452 | NESTUD 190A | In Bed with the Ancient Egyptians: Love, Sex and Intimacy in Ancient Egypt | Kaiser, J. | 4 | 100% | Spring 2018 | | | | X | |
| 453 | NESTUD 190A | Ancient Near Eastern Studies | Kaiser, J. | 4 | 100% | Fall 2018 | | | | | X |
| 454 | NESTUD 18 | From Pyramids to Mummies: Explore the Wonders of Ancient Egypt | Kaiser, J. | 4 | 100% | Summer 2018 | | | | | |
| 455 | NESTUD 290E | Special Study in Near Eastern Studies | Kronfeld, C. | 1 | 100% | Fall 2016 | | 1 | 1 | | |
| 456 | NESTUD 290E | Special Study in Near Eastern Studies | Kronfeld, C. | 3 | 100% | Fall 2017 | | | | X | |
| 457 | NESTUD 290E | Special Study in Near Eastern Studies | Kronfeld, C. | 3 | 100% | Spring 2018 | | | | X | X |
| 458 | NESTUD 291 | Dissertation Writing Workshop in Near Eastern Studies | Kronfeld, C. | 4 | 100% | Fall 2017 | | | | X | |
| 459 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Kronfeld, C. | 8 | 100% | Fall 2017 | | | | X | |
| 460 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Kronfeld, C. | 10 | 100% | Spring 2018 | | | | X | X |
| 461 | NESTUD 602 | Individual Study for Doctoral Students in Near Eastern Studies | Kronfeld, C. | 8 | 100% | Fall 2017 | | | | X | |
| 462 | NESTUD 200 | Introduction to the Academic Profession of Near Eastern Studies | Larkin, M. | 1 | 100% | Fall 2016 | | 3 | 3 | | |
| 463 | NESTUD 290B | Special Study in Near Eastern Studies | Larkin, M. | 4 | 100% | Fall 2017 | | | | X | |
| 464 | NESTUD 290B | Special Study in Near Eastern Studies | Larkin, M. | 1 | 100% | Summer 2016 | | 1 | 1 | | |
| 465 | NESTUD 291 | Dissertation Writing Workshop in Near Eastern Studies | Larkin, M. | 4 | 100% | Spring 2017 | | 4 | 4 | | |

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|-----|---------------|---|---------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 466 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Larkin, M. | 12 | 100% | Fall 2016 | | 3 | 3 | | |
| 467 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Larkin, M. | 8 | 100% | Spring 2017 | | 3 | 3 | | X |
| 468 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Larkin, M. | 3 | 100% | Summer 2016 | | 1 | 1 | | |
| 469 | NESTUD 103 | Egyptian Religion | Lucarelli, R. | 3 | 100% | Fall 2017 | | | | X | |
| 470 | NESTUD 103 | Religion of Ancient Egypt | Lucarelli, R. | 4 | 100% | Fall 2018 | | | | | X |
| 471 | NESTUD 18 | Introduction to Ancient Egypt | Lucarelli, R. | 4 | 100% | Fall 2018 | | | | | X |
| 472 | NESTUD 24 | Demons, Spirits of the Dead and Other Liminal Beings in Ancient Egypt | Lucarelli, R. | 1 | 100% | Spring 2018 | | | | X | |
| 473 | NESTUD 290D | Special Study in Near Eastern Studies | Lucarelli, R. | 3 | 100% | Fall 2017 | | | | X | |
| 474 | NESTUD 290D | Special Study in Near Eastern Studies | Lucarelli, R. | 4 | 100% | Spring 2018 | | | | X | X |
| 475 | NESTUD 292 | Museum Internship | Lucarelli, R. | 4 | 100% | Spring 2018 | | | | X | X |
| 476 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Lucarelli, R. | 5 | 100% | Fall 2016 | | 1 | 1 | | |
| 477 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Lucarelli, R. | 12 | 100% | Fall 2017 | | | | X | |
| 478 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Lucarelli, R. | 12 | 100% | Spring 2017 | | 1 | 1 | | X |
| 479 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Lucarelli, R. | 12 | 100% | Spring 2018 | | | | X | X |
| 480 | NESTUD 602 | Individual Study for Doctoral Students in Near Eastern Studies | Lucarelli, R. | 8 | 100% | Spring 2018 | | | | X | |
| 481 | NESTUD C188 | Magic, Religion, and Science: The Ancient and Medieval Worlds | Lucarelli, R. | 4 | 50% | Spring 2018 | | | | X | |
| 482 | NESTUD 153 | Synagogues, Cathedrals, and Mosques: The Rise and Fall of Islamic Spain | Meerkhan, N. | 4 | 50% | Fall 2018 | | | | | X |

UC Berkeley Courses in Middle Eastern Studies, 2016-2019
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| | Course Number | Course Title | Instructor | Units | % ME | Semester | 2016-17 Enrollment | | | Offered | |
|-----|---------------|---|---------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 483 | NESTUD 126 | Silk Road Art and Archaeology <i>Middle East case studies</i> | Mehendale, S. | 3 | 50% | Spring 2018 | | | | X | X |
| 484 | NESTUD 129 | Arts of Iran and Central Asia | Mehendale, S. | 4 | 50% | Spring 2017 | 13 | | 13 | | |
| 485 | NESTUD 298 | The Silk Road: New Approaches <i>Middle East case studies</i> | Mehendale, S. | 1 | 50% | Spring 2017 | 1 | 1 | 2 | | |
| 486 | NESTUD C26 | Introduction to Central Asia <i>Middle East case studies</i> | Mehendale, S. | 3 | 25% | Fall 2016 | 31 | | 31 | | |
| 487 | NESTUD C26 | Introduction to Central Asia <i>Middle East case studies</i> | Mehendale, S. | 3 | 25% | Fall 2017 | | | | X | |
| 488 | NESTUD C26 | Introduction to Central Asia <i>Middle East case studies</i> | Mehendale, S. | 4 | 25% | Fall 2018 | | | | | X |
| 489 | NESTUD 190A | Rome and Jerusalem: The Complex Relations Between Judaism and Christianity | Oliveira, M. | 4 | 100% | Fall 2016 | 7 | | 7 | | |
| 490 | NESTUD 298 | Advanced Topics in Modern Jewish Thought | Oliveira, M. | 4 | 50% | Fall 2016 | | 1 | 1 | | |
| 491 | NESTUD 39B | The Abrahamic Religions | Oliveira, M. | 3 | 100% | Spring 2017 | 25 | | 25 | | X |
| 492 | NESTUD 39B | The Abrahamic Religions | Oliveira, M. | 3 | 100% | Spring 2018 | | | | X | X |
| 493 | NESTUD R1A | Mesopotamian Historiography | Ong, M. | 4 | 100% | Fall 2017 | | | | X | |
| 494 | NESTUD 190C | Introduction to Jewish Mysticism <i>Cross-listed with JEWISH 122</i> | Persico, T. | 4 | 100% | Fall 2018 | | | | | X |
| 495 | NESTUD 165 | Film and Fiction of Iran | Pimazar, J. | 4 | 100% | Spring 2017 | 34 | 1 | 35 | | |
| 496 | NESTUD 165 | Film and Fiction of Iran | Pimazar, J. | 4 | 100% | Summer 2018 | | | | | |
| 497 | NESTUD 15 | Introduction to Near Eastern Art and Archaeology | Porter, B. | 4 | 100% | Spring 2017 | 47 | | 47 | | |
| 498 | NESTUD 15 | Introduction to Near Eastern Art and Archaeology | Porter, B. | 4 | 100% | Spring 2018 | | | | X | |
| 499 | NESTUD 290A | Special Study in Near Eastern Studies | Porter, B. | 2 | 100% | Spring 2018 | | | | X | X |

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| | Course Number | Course Title | Instructor | Units | % ME | Semester | 2016-17 Enrollment | | | Offered | |
|-----|---------------|---|--------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 500 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Porter, B. | 12 | 100% | Fall 2016 | | 4 | 4 | | |
| 501 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Porter, B. | 12 | 100% | Fall 2017 | | | | | |
| 502 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Porter, B. | 12 | 100% | Spring 2017 | | 3 | 3 | | X |
| 503 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Porter, B. | 12 | 100% | Spring 2018 | | | | X | X |
| 504 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Porter, B. | 3 | 100% | Summer 2016 | | 2 | 2 | | |
| 505 | NESTUD 101 | Women and Gender in Ancient Egypt | Redmount, C. | 4 | 100% | Spring 2017 | 13 | | 13 | | |
| 506 | NESTUD 146 | Islam | Redmount, C. | 3 | 100% | Summer 2016 | 9 | 1 | 10 | | |
| 507 | NESTUD 18 | Introduction to Ancient Egypt | Redmount, C. | 4 | 100% | Fall 2016 | 150 | | 150 | | |
| 508 | NESTUD 18 | Introduction to Ancient Egypt | Redmount, C. | 4 | 100% | Fall 2017 | | | | X | |
| 509 | NESTUD 199 | Supervised Independent Study in Near Eastern Studies | Redmount, C. | 4 | 100% | Fall 2016 | | 1 | 1 | | |
| 510 | NESTUD 199 | Supervised Independent Study in Near Eastern Studies | Redmount, C. | 4 | 100% | Fall 2016 | | 1 | 1 | | |
| 511 | NESTUD 199 | Supervised Independent Study in Near Eastern Studies | Redmount, C. | 3 | 100% | Fall 2016 | | 1 | 1 | | |
| 512 | NESTUD 199 | Supervised Independent Study in Near Eastern Studies | Redmount, C. | 3 | 100% | Fall 2016 | | 1 | 1 | | |
| 513 | NESTUD 24 | Animals in Ancient Egypt | Redmount, C. | 1 | 100% | Fall 2016 | 17 | | 17 | | |
| 514 | NESTUD 24 | Animals in Ancient Egypt | Redmount, C. | 1 | 100% | Fall 2017 | | | | X | |
| 515 | NESTUD 24 | Animals in Ancient Egypt | Redmount, C. | 1 | 100% | Spring 2017 | 16 | | 16 | | |
| 516 | NESTUD 24 | Animals in Ancient Egypt | Redmount, C. | 1 | 100% | Spring 2018 | | | | X | X |

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| | Course Number | Course Title | Instructor | Units | % ME | Semester | 2016-17 Enrollment | | | Offered | |
|-----|---------------|--|---------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 517 | NESTUD 290A | Special Study in Near Eastern Studies | Redmount, C. | 2 | 100% | Fall 2017 | | | | X | |
| 518 | NESTUD 290A | Special Study in Near Eastern Studies | Redmount, C. | 2 | 100% | Spring 2017 | | 2 | 2 | | X |
| 519 | NESTUD 292 | Museum Internship | Redmount, C. | 4 | 100% | Spring 2018 | | | | X | X |
| 520 | NESTUD 296 | Topics in Egyptian Art and Archaeology | Redmount, C. | 4 | 100% | Spring 2018 | | | | X | |
| 521 | NESTUD 297 | Topics in Ancient Ceramics of Egypt and the Levant | Redmount, C. | 3 | 100% | Fall 2016 | | 6 | 6 | | |
| 522 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Redmount, C. | 3 | 100% | Summer 2017 | | | | | |
| 523 | NESTUD 601 | Individual Study for Master's Students in Near Eastern Studies | Redmount, C. | 8 | 100% | Spring 2017 | | 1 | 1 | | X |
| 524 | NESTUD 601 | Individual Study for Master's Students in Near Eastern Studies | Redmount, C. | 2 | 100% | Spring 2018 | | | | X | X |
| 525 | NESTUD 602 | Individual Study for Doctoral Students in Near Eastern Studies | Redmount, C. | 8 | 100% | Fall 2017 | | | | X | |
| 526 | NESTUD 602 | Individual Study for Doctoral Students in Near Eastern Studies | Redmount, C. | 4 | 100% | Spring 2018 | | | | X | |
| 527 | NESTUD H195 | Senior Honors in Near Eastern Studies | Redmount, C. | 4 | 100% | Spring 2017 | 1 | | 1 | | |
| 528 | NESTUD R1A | Reading and Composition in Near Eastern Studies | Redmount, C. | 4 | 100% | Summer 2016 | 18 | | 18 | | |
| 529 | NESTUD R1A | Reading and Composition in Near Eastern Studies | Redmount, C. | 4 | 100% | Summer 2017 | | | | | |
| 530 | NESTUD 180 | An Introduction to the Quran in the Scholarly Tradition | Rezakhany, H. | 3 | 100% | Spring 2018 | | | | X | X |
| 531 | NESTUD 190B | Demotic | Richter, B. | 4 | 100% | Fall 2018 | | | | | X |
| 532 | NESTUD 146A | Islam: Religion, History, and Modernity | Rizwan, S. | 3 | 100% | Summer 2018 | | | | | |
| 533 | NESTUD 108 | Ancient Astronomy | Rochberg, F. | 4 | 100% | Fall 2017 | | | | X | |

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| | Course Number | Course Title | Instructor | Units | % ME | Semester | 2016-17 Enrollment | | | Offered | |
|-----|---------------|--|--------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 534 | NESTUD 108 | Ancient Astronomy | Rochberg, F. | 4 | 100% | Fall 2018 | | | | | X |
| 535 | NESTUD 109 | Mesopotamian History | Rochberg, F. | 3 | 100% | Spring 2017 | 18 | | 18 | | |
| 536 | NESTUD 190A | Scholarship, Science, and Intellectual Traditions Across the Ancient Near East | Rochberg, F. | 4 | 100% | Fall 2016 | 1 | | 1 | | |
| 537 | NESTUD 290A | Special Study in Near Eastern Studies | Rochberg, F. | 3 | 100% | Fall 2016 | | 1 | 1 | | |
| 538 | NESTUD 290C | Special Study in Near Eastern Studies | Rochberg, F. | 2 | 100% | Spring 2017 | | 2 | 2 | | X |
| 539 | NESTUD 290C | Special Study in Near Eastern Studies | Rochberg, F. | 1 | 100% | Spring 2018 | | | | X | X |
| 540 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Rochberg, F. | 10 | 100% | Fall 2016 | | 2 | 2 | | |
| 541 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Rochberg, F. | 9 | 100% | Fall 2017 | | | | X | |
| 542 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Rochberg, F. | 9 | 100% | Spring 2017 | | 2 | 2 | | X |
| 543 | NESTUD 299 | Dissertation Research & Writing in Near Eastern Studies | Rochberg, F. | 12 | 100% | Spring 2018 | | | | X | X |
| 544 | NESTUD 602 | Individual Study for Doctoral Students in Near Eastern Studies | Rochberg, F. | 6 | 100% | Fall 2016 | | 1 | 1 | | |
| 545 | NESTUD 602 | Individual Study for Doctoral Students in Near Eastern Studies | Rochberg, F. | 8 | 100% | Spring 2017 | | 1 | 1 | | |
| 546 | NESTUD R1A | The Rebels and Outsiders of Arabic Literature | Safi, L. | 4 | 100% | Summer 2018 | | | | | |
| 547 | NESTUD 190H | Disability in Israeli Literature, Film, and the Arts | Szobel, I. | 4 | 100% | Spring 2017 | 7 | | 7 | | |
| 548 | NESTUD C104 | Babylonian Religion | Tanaka, T. | 3 | 100% | Spring 2017 | 9 | 1 | 10 | | |
| 549 | NESTUD C104 | Babylonian Religion | Tanaka, T. | 3 | 100% | Summer 2016 | 5 | 1 | 6 | | |

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| | Course Number | Course Title | Instructor | Units | % ME | Semester | 2016-17 Enrollment | | | Offered | |
|-----------------------------------|---------------|---|--------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 550 | NESTUD 105A | Ancient Mesopotamian Documents and Literature | Veldhuis, N. | 3 | 100% | Spring 2018 | | | | X | X |
| 551 | NESTUD 113 | Gilgamesh | Veldhuis, N. | 4 | 100% | Fall 2017 | | | | X | |
| 552 | NESTUD 113 | Gilgamesh: King, Hero, and God | Veldhuis, N. | 4 | 100% | Fall 2018 | | | | | X |
| 553 | NESTUD 114 | Digital Ancient Near East | Veldhuis, N. | 3 | 100% | Spring 2017 | 3 | | 3 | | |
| 554 | NESTUD 24 | The Beginning of Writing: Cuneiform Script and Ancient Babylonian Culture | Veldhuis, N. | 1 | 100% | Fall 2016 | 10 | | 10 | | |
| 555 | NESTUD 290C | Special Study in Near Eastern Studies | Veldhuis, N. | 3 | 100% | Summer 2016 | | 1 | 1 | | |
| Peace and Conflict Studies | | | | | | | | | | | |
| 556 | PACS 130 | The UN-UNplugged: Multilateralism and Cooperation in an Age of Urgency | Bartu, P. | 4 | 25% | Spring 2017 | 37 | | 37 | | |
| Persian | | | | | | | | | | | |
| 557 | PERSIAN 100A | Advanced Persian | Ahmadi, S. | 3 | 100% | Fall 2016 | 9 | 3 | 12 | | |
| 558 | PERSIAN 102A | Classical Persian Prose | Ahmadi, S. | 3 | 100% | Fall 2016 | 14 | 1 | 15 | | |
| 559 | PERSIAN 103A | Classical Persian Poetry | Ahmadi, S. | 3 | 100% | Fall 2017 | | | | X | |
| 560 | PERSIAN 103B | Classical Persian Poetry | Ahmadi, S. | 3 | 100% | Spring 2018 | | | | X | X |
| 561 | PERSIAN 104B | Contemporary Persian Literature | Ahmadi, S. | 3 | 100% | Spring 2017 | 12 | 1 | 13 | | X |
| 562 | PERSIAN 11A | Reading and Composition for Persian Speaking Students | Ahmadi, S. | 5 | 100% | Fall 2017 | | | | X | |
| 563 | PERSIAN 199 | Supervised Independent Study in Persian | Ahmadi, S. | 4 | 100% | Spring 2018 | | | | X | |

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| | Course Number | Course Title | Instructor | Units | % ME | Semester | 2016-17 Enrollment | | | Offered | |
|-----|---------------|---|----------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 564 | PERSIAN 298 | Special Topics in Persian Studies | Ahmadi, S. | 4 | 100% | Fall 2016 | 2 | 3 | 5 | | |
| 565 | PERSIAN 298 | Special Topics in Persian Studies | Ahmadi, S. | 4 | 100% | Fall 2017 | | | | X | |
| 566 | PERSIAN 100B | Advanced Persian | Fani, Aria | 3 | 100% | Spring 2017 | 13 | 1 | 14 | | X |
| 567 | PERSIAN 100B | Advanced Persian | Fani, Aria | 3 | 100% | Spring 2018 | | | | X | X |
| 568 | PERSIAN 11A | Reading and Composition for Persian Speaking Students | Ghahramani, G. | 5 | 100% | Fall 2016 | 13 | | 13 | | |
| 569 | PERSIAN 100A | Advanced Persian | Mirsharifi, F. | 3 | 100% | Fall 2017 | | | | X | |
| 570 | PERSIAN 11B | Reading and Composition for Persian Speaking Students | Mirsharifi, F. | 5 | 100% | Spring 2017 | 6 | | 6 | | X |
| 571 | PERSIAN 1A | Elementary Modern Persian | Mirsharifi, F. | 5 | 100% | Fall 2016 | 19 | 3 | 21 | | |
| 572 | PERSIAN 1A | Elementary Modern Persian | Mirsharifi, F. | 5 | 100% | Fall 2017 | | | | X | |
| 573 | PERSIAN 1B | Elementary Modern Persian | Mirsharifi, F. | 5 | 100% | Spring 2017 | 16 | 2 | 18 | | |
| 574 | PERSIAN 1B | Elementary Modern Persian | Mirsharifi, F. | 5 | 100% | Spring 2018 | | | | X | X |
| 575 | PERSIAN 20A | Intermediate Modern Persian | Mirsharifi, F. | 5 | 100% | Fall 2016 | 9 | 2 | 11 | | |
| 576 | PERSIAN 20A | Intermediate Modern Persian | Mirsharifi, F. | 5 | 100% | Fall 2017 | | | | X | |
| 577 | PERSIAN 20B | Intermediate Modern Persian | Mirsharifi, F. | 5 | 100% | Spring 2017 | 15 | 2 | 17 | | X |
| 578 | PERSIAN 20B | Intermediate Modern Persian | Mirsharifi, F. | 5 | 100% | Spring 2018 | | | | X | X |
| 579 | PERSIAN 11B | Reading and Composition for Persian Speaking Students | Pimazar, J. | 5 | 100% | Spring 2018 | | | | X | X |

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|--------------------------|---------------|--|-----------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| Political Economy | | | | | | | | | | | |
| 580 | POLECON 192 | Senior Thesis <i>Led by Middle East specialist</i> | Zoughbie, D. | 3 | 25% | Spring 2017 | 1 | | 1 | | |
| Political Science | | | | | | | | | | | |
| 581 | POLS 124B | War in the Middle East | Hassner, R. | 4 | 100% | Fall 2018 | | | | | X |
| 582 | POLSCI 124A | War! <i>Middle East case studies</i> | Hassner, R. | 4 | 25% | Spring 2018 | | | | X | X |
| 583 | POLSCI 196 | Special Research Project <i>(100% when taken with MES specialization)</i> | Hassner, R. | 3 | 100% | Fall 2017 | | | | X | |
| 584 | POLSCI 197 | Field Study <i>(100% when taken with MES specialization)</i> | Hassner, R. | 2 | 100% | Spring 2018 | | | | X | |
| 585 | POLSCI 198 | Directed Group Study <i>(100% when taken with MES specialization)</i> | Hassner, R. | 2 | 100% | Spring 2018 | | | | X | |
| 586 | POLSCI 224A | International Security <i>Middle East case studies</i> | Hassner, R. | 4 | 25% | Spring 2018 | | | | X | |
| 587 | POLSCI 292 | Directed Advanced Study <i>(100% when taken with MES specialization)</i> | Hassner, R. | 12 | 100% | Fall 2017 | | | | X | |
| 588 | POLSCI 296 | Directed Dissertation Research <i>(100% when taken with MES specialization)</i> | Hassner, R. | 12 | 100% | Fall 2017 | | | | X | |
| 589 | POLSCI 296 | Directed Dissertation Research <i>(100% when taken with MES specialization)</i> | Hassner, R. | 12 | 100% | Spring 2018 | | | | X | X |
| 590 | POLSCI 142A | Middle East Politics | Monshipouri, M. | 4 | 100% | Summer 2016 | 62 | 2 | 64 | | |
| 591 | POLSCI 142A | Middle East Politics | Monshipouri, M. | 4 | 100% | Summer 2017 | | | | | |
| 592 | POLSCI 149S | The Political Economy of Israel | Shalev, M. | 4 | 100% | Spring 2018 | | | | X | |
| 593 | POLSCI 149S | The Political Economy of Israel | Shalev, M. | 4 | 100% | Spring 2017 | 50 | | 50 | X | |

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|--------------------------|---------------|---|-------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 594 | POLSCI 149R | The Arab-Palestinian Society in Israel: Trends of Integration vs. Segregation | Zeedan, R. | 4 | 100% | Spring 2018 | | | | | |
| 595 | POLSCI 140Z | Comparative Politics: Democracies, Dictatorships, and Hybrid Regimes in the | Zeedan, R. | 4 | 100% | Fall 2017 | | | | X | |
| Public Policy | | | | | | | | | | | |
| 596 | PUBPOL 292 | Directed Advanced Study <i>(100% when taken with MES specialization)</i> | Barkey, K | 2 | 50% | Fall 2017 | | | | X | |
| Religious Studies | | | | | | | | | | | |
| 597 | RELIGST C104 | Babylonian Religion | Tanaka, T. | 3 | 100% | Summer 2016 | 2 | | 2 | | |
| Rhetoric | | | | | | | | | | | |
| 598 | RHETOR 299 | Directed Research <i>(100% when taken with MES specialization)</i> | Boyarin, D. | 12 | 100% | Fall 2017 | | | | X | |
| 599 | RHETOR 299 | Directed Research <i>(100% when taken with MES specialization)</i> | Boyarin, D. | 12 | 100% | Spring 2018 | | | | X | X |
| 600 | RHETOR H190A | Honors Thesis <i>(100% when taken with MES specialization)</i> | Boyarin, D. | 2 | 100% | Spring 2018 | | | | X | |
| 601 | RHETOR 299 | Directed Research <i>(100% when taken with MES specialization)</i> | Esmeir, S. | 12 | 100% | Fall 2016 | | 2 | 2 | | |
| 602 | RHETOR 299 | Directed Research <i>(100% when taken with MES specialization)</i> | Esmeir, S. | 12 | 100% | Fall 2017 | | | | X | |
| 603 | RHETOR 299 | Directed Research <i>(100% when taken with MES specialization)</i> | Esmeir, S. | 12 | 100% | Spring 2017 | | 1 | 1 | | X |
| 604 | RHETOR 299 | Directed Research <i>(100% when taken with MES specialization)</i> | Esmeir, S. | 12 | 100% | Spring 2018 | | | | X | X |
| 605 | RHETOR 602 | Individual Study <i>(100% when taken with MES specialization)</i> | Esmeir, S. | 4 | 100% | Fall 2016 | | 3 | 3 | | |

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|------------------|---------------|--|------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| Semitics | | | | | | | | | | | |
| 606 | SEMITIC 100A | Aramaic | Hayes, J. | 3 | 100% | Fall 2016 | | 5 | 5 | | |
| 607 | SEMITIC 100A | Aramaic | Hayes, J. | 3 | 100% | Fall 2017 | | | | X | |
| 608 | SEMITIC 100B | Aramaic | Hayes, J. | 3 | 100% | Spring 2017 | | 5 | 5 | | X |
| 609 | SEMITIC 100B | Aramaic | Hayes, J. | 3 | 100% | Spring 2018 | | | | X | X |
| 610 | SEMITIC 209B | Northwest Semitic Epigraphy | Hayes, J. | 4 | 100% | Spring 2018 | | | | X | X |
| Sociology | | | | | | | | | | | |
| 611 | SOCIOL 112 | Sociology of Religion <i>Taught by Middle East specialist-Middle East</i> | Barkey, K | 4 | 25% | Spring 2017 | 44 | | 44 | | |
| 612 | SOCIOL 299 | Individual Study & Research <i>(100% when taken with MES specialization)</i> | Barkey, K | 3 | 100% | Spring 2018 | | | | X | |
| 613 | SOCIOL 127 | Development & Globalization <i>Taught by Middle East specialist-Middle East</i> | Tugal, C. | 4 | 25% | Spring 2018 | | | | X | X |
| 614 | SOCIOL 140 | Politics and Social Change <i>Taught by Middle East specialist-Middle East</i> | Tugal, C. | 4 | 25% | Fall 2017 | | | | X | |
| 615 | SOCIOL 190 | Middle Class Radicalization Across the Globe: The Rebirth of Populism in the United States. | Tugal, C. | 4 | 25% | Fall 2016 | 15 | | 15 | | |
| 616 | SOCIOL 280C | Political Sociology <i>Taught by Middle East specialist-Middle East</i> | Tugal, C. | 3 | 25% | Spring 2018 | | | | X | |
| 617 | SOCIOL 295 | Individual Study <i>(100% when taken with MES specialization)</i> | Tugal, C. | 10 | 100% | Fall 2016 | | 3 | 3 | | |
| 618 | SOCIOL 295 | Individual Study <i>(100% when taken with MES specialization)</i> | Tugal, C. | 8 | 100% | Fall 2017 | | | | X | |
| 619 | SOCIOL 295 | Individual Study <i>(100% when taken with MES specialization)</i> | Tugal, C. | 6 | 100% | Spring 2017 | | 3 | 3 | | X |
| 620 | SOCIOL 295 | Individual Study <i>(100% when taken with MES specialization)</i> | Tugal, C. | 9 | 100% | Spring 2018 | | | | X | X |

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|--|---------------|---|--------------|-------|------|-------------|--------------------|------|-------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 621 | SOCIOL 602 | Individual Doctoral Study <i>(100% when taken with MES specialization)</i> | Tugal, C. | 4 | 100% | Fall 2016 | | 2 | 2 | | |
| Theater, Dance, & Performance Studies | | | | | | | | | | | |
| 622 | THEATER 121 | Mapping Diasporas: Jewish Culture, Museums, and Digital Humanities | Spagnolo, F. | 4 | 50% | Fall 2016 | 15 | | 15 | | |
| Turkish | | | | | | | | | | | |
| 623 | TURKISH 198 | Directed Group Study in Turkish | Brookes, D. | 3 | 100% | Spring 2017 | 2 | 4 | 6 | | |
| 624 | TURKISH 198 | Ottoman Turkish* | Brookes, D. | | 100% | Spring 2019 | | | | | X |
| 625 | TURKISH 1B | Elementary Modern Turkish | Dowad, T. | 5 | 100% | Spring 2018 | | | | X | X |
| 626 | TURKISH 100A | Intermediate Modern Turkish | Ekici, D. | 5 | 100% | Fall 2017 | | | | X | |
| 627 | TURKISH 100A | Intermediate Modern Turkish | Ekici, D. | 5 | 100% | Fall 2018 | | | | | X |
| 628 | TURKISH 100B | Intermediate Modern Turkish | Ekici, D. | 5 | 100% | Spring 2018 | | | | X | X |
| 629 | TURKISH 101A | Reading Modern Turkish | Ekici, D. | 3 | 100% | Fall 2016 | 8 | 2 | 10 | | |
| 630 | TURKISH 101B | Reading Modern Turkish | Ekici, D. | 3 | 100% | Spring 2017 | 11 | 1 | 12 | | X |
| 631 | TURKISH 1A | Elementary Modern Turkish | Ekici, D. | 5 | 100% | Fall 2017 | | | | X | |
| 632 | TURKISH 1A | Elementary Modern Turkish | Vivrette, J. | 5 | 100% | Fall 2018 | | | | | X |
| 633 | TURKISH 1A | Elementary Modern Turkish | Genell, A. | 5 | 100% | Fall 2016 | | 3 | 3 | | |
| 634 | TURKISH 1B | Elementary Modern Turkish | Genell, A. | 5 | 100% | Spring 2017 | 3 | 2 | 5 | | X |

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 2018-19 courses supported by Title VI funds are marked with an asterisk
 Course numbers: lower division - 0-99; upper division - 100-199; graduate level courses - 200+

| | Course Number | Course Title | Instructor | Units | % ME | Semester | 2016-17 Enrollment | | | Offered | |
|--|---------------|---|-----------------|-------|------|-------------|--------------------|-------------|--------------|---------|-------|
| | | | | | | | UG | Grad | Total | 17-18 | 18-19 |
| 635 | TURKISH 101A | Readings in Modern Turkish | Vivrette, J. | 3 | 100% | Fall 2018 | | | | | X |
| UCB Extension - Middle Eastern Studies | | | | | | | | | | | |
| 636 | XMESTU 10 | Introduction to Middle Eastern Studies | Monshipouri, M. | 4 | 100% | Fall 2016 | 98 | | 98 | | |
| 637 | XMESTU 10 | Introduction to Middle Eastern Studies | Monshipouri, M. | 4 | 100% | Fall 2017 | | | | X | |
| Undergraduate Interdisciplinary Studies | | | | | | | | | | | |
| 638 | UGIS 192B | Undergraduate Research Apprenticeship <i>Led by Middle East specialist</i> | Gottreich, E. | 1 | 100% | Fall 2016 | 2 | | 2 | | X |
| 639 | UGIS 192B | Undergraduate Research Apprenticeship <i>Led by Middle East specialist</i> | Gottreich, E. | 1 | 100% | Spring 2017 | 1 | | 1 | | X |
| 640 | UGIS 192B | Undergraduate Research Apprenticeship <i>Led by Middle East specialist</i> | Maher, L. | 2 | 100% | Fall 2016 | 4 | | 4 | | |
| 641 | UGIS 192B | Undergraduate Research Apprenticeship <i>Led by Middle East specialist</i> | Maher, L. | 1 | 100% | Spring 2017 | 6 | | 6 | | X |
| 642 | UGIS 192B | Undergraduate Research Apprenticeship <i>Led by Middle East specialist</i> | Maher, L. | 2 | 100% | Spring 2018 | | | | X | X |
| 643 | UGIS 192A | Undergraduate Research Apprenticeship <i>Led by Middle East specialist</i> | Pearce, L. | 1 | 100% | Spring 2018 | | | | X | X |
| 644 | UGIS 192B | Undergraduate Research Apprenticeship <i>Led by Middle East specialist</i> | Porter, B. | 1 | 100% | Spring 2017 | 14 | | 14 | | X |
| 645 | UGIS 192B | Undergraduate Research Apprenticeship <i>Led by Middle East specialist</i> | Porter, B. | 1 | 100% | Spring 2018 | | | | X | X |
| Total 16-17 Enrollments | | | | | | | UG | Grad | Total | | |
| | | | | | | | 2485 | 384 | 2869 | | |

| Project Goal 1: Expand impact of international and world area-specific educational opportunities for community colleges and Minority-Serving Institutions | | | | | | | | | |
|---|---|--|--------|------------------------------|----------------------|----|----|----|----|
| Performance Measures | Performance Measure Activities | Data Indicators | Freq. | Data Source | Baseline and Targets | | | | |
| | | | | | BL | T1 | T2 | T3 | T4 |
| 1. Facilitate the construction of TWO online World History courses (WH pre-1500 and WH post-1500) for inclusion in the State of California's Online Exchange (the online course exchange among a consortium of 23 California community colleges). | 1.a. Recruit community college instructors for participation in 4-year process. | 1.a.i. Number of CC instructors recruited | annual | ORIAS; Independent Evaluator | 0 | 8 | 0 | 0 | 0 |
| | | 1.a.ii. Number of CC instructors who attend meetings and produce agreed-upon work. | annual | ORIAS; Independent Evaluator | 0 | 8 | 8 | 8 | 8 |
| | 1.b. Produce 20 online instructional units for Canvass platform. | 1.b.i. Number of online instructional units created and made freely available on Canvass platform. | annual | ORIAS; Independent Evaluator | 0 | 10 | 20 | 0 | 0 |
| | 1.c. Submit 2 World History courses for approval to the California Online Exchange for community college courses. | 1.c.i. Number of World History courses submitted to California Online Exchange. | annual | ORIAS; Independent Evaluator | 0 | 0 | 0 | 1 | 2 |

| | | | | | | | | | |
|---|--|---|--------|------------------------------------|---|----|----|----|----|
| 2. Expand the reach of ORIAS activities to at least 40 <i>previously un-engaged</i> community college teachers by engaging teachers who have no prior experience with ORIAS activities. | 2.a. Hold annual ORIAS Summer Institute for Community College teachers (with focus on global studies). | 2.a.i. Number of community college educators who attend the summer institute. | annual | ORIAS; Independent Evaluator | 0 | 25 | 25 | 25 | 25 |
| | | 2.a.ii. Number of participants at each institute who are new to ORIAS activities. | annual | ORIAS; Independent Evaluator | 0 | 5 | 5 | 5 | 5 |
| | 2.b. Hold ORIAS small-group, short (2 - 4 hours) workshops. | 2.b.i. Number of small-group workshops open to community college educators. | annual | ORIAS; Independent Evaluator | 0 | 12 | 12 | 12 | 12 |
| | | 2.b.ii. Number of small-workshop participants who are new to ORIAS activities. | annual | ORIAS; Independent Evaluator | 0 | 5 | 5 | 5 | 5 |

| Project Goal 2: Provide international and world area-specific educational opportunities for k-12 teachers that meet new needs generated by statewide curricular changes. | | | | | | | | | |
|--|--|---|---|------------------------------------|------------------------------------|----|----|----|----|
| Performance Measures | Performance Measure Activities | Data Indicators | Freq. | | Baseline and Targets | | | | |
| | | | | | BL | T1 | T2 | T3 | T4 |
| 1. Provide up to 160 k-12 teachers with access and training to use two significant campus resources: the Phoebe M. Hearst Museum of Anthropology and the Pacific Film Archive. | 1.a. Hold ORIAS small-group workshops in collaboration with the Hearst Museum, the Pacific Film Archive. | 1.a.i. Number of collaborative small-group workshops offered. | annual | ORIAS; Independent Evaluator | 0 | 4 | 4 | 4 | 4 |
| | | 1.a.ii. Number of attendees at collaborative small group workshops each year. | annual | ORIAS; Independent Evaluator | 0 | 40 | 40 | 40 | 40 |
| 2. Facilitate greater k-12 teacher access to ORIAS programming by collaborating with local (i.e. greater Bay Area) district offices to create 8 international or world-area specific professional development opportunities <i>within</i> districts. | 2.a. Contact at least 16 local district offices to explore opportunities for collaborative PD programming. | 2.a.i. Number of district offices contacted. | annual | ORIAS; Independent Evaluator | 0 | 4 | 4 | 4 | 4 |
| | | 2.b. Develop 8 international or world-area specific PD opportunities in collaboration with districts. | 2.b.i. Number of workshops developed in conjunction with district/county offices. | annual | ORIAS; Independent Evaluator | 0 | 2 | 2 | 2 |

| | | | | | | | | | |
|--|---|--|--|------------------------------------|-----------------------------------|----|----|----|----|
| 3. Expand the reach of ORIAS activities to at least 60 <i>previously un-engaged</i> k-12 teachers by engaging teachers who have no prior experience with ORIAS activities. | 3.a. Hold annual ORIAS Summer Institute for k-12 teachers. | 3.a.i. Number of k-12 educators who attend the summer institute. | annual | ORIAS; Independent Evaluator | 0 | 25 | 25 | 25 | 25 |
| | | 3.a.ii. Number of participants at each institute who are new to ORIAS activities. | annual | ORIAS; Independent Evaluator | 0 | 5 | 5 | 5 | 5 |
| | 3.b. Hold ORIAS small-group, short (2 - 4 hours) workshops. | 3.b.i. Number of small-group workshops open to k-12 educators. | annual | ORIAS; Independent Evaluator | 0 | 12 | 12 | 12 | 12 |
| | | 3.b.ii. Number of small-workshop participants who are new to ORIAS activities. | annual | ORIAS; Independent Evaluator | 0 | 10 | 10 | 10 | 10 |
| 4. Support Bay Area teachers in the 6th, 7th and 10th grades in implementing the standards for global history through California History Social-Science (CA H-SS) online lesson development. | 4.a. Hold one 5-day Summer Institute per year, for 6th, 7th and 10th grade teachers (one grade per year). | 4.a.i. Number of Summer Institutes successfully held (cumulative) | annual | HSSP; Independent Evaluator | 0 | 1 | 2 | 3 | 4 |
| | | 4.b. Recruit and facilitate three cohorts of teacher leaders for each year. 4 teachers per cohort, single grade. | 4.b.i. Number of teacher leaders recruited, total for grades 6, 7, 10 (one grade per year, cumulative) | annual | HSSP; Independent Evaluator | 0 | 4 | 8 | 12 |
| | 4.c. Post materials to CA H-SS website | 4.c.i. Number of course outlines (cumulative) | annual | HSSP; Independent Evaluator | 0 | 3 | 6 | 9 | 9 |
| | | 4.c.ii. Number of lesson plans posted to CA H-SS website (cumulative) | annual | HSSP; Independent Evaluator | 0 | 0 | 3 | 7 | 9 |

| Project Goal 3: Increase the number of undergraduate and graduate students with language and area studies expertise in areas of national need. | | | | | | | | | |
|--|---|--|----------|--|----------------------|-----|------|-----|-----|
| Performance Measures | Performance Measure Activities | Data Indicators | Freq. | Data Source | Baseline and Targets | | | | |
| | | | | | BL | T1 | T2 | T3 | T4 |
| 1. Offer additional Middle East language and non-language courses at UC Berkeley. | 1.a. Appoint qualified priority language and areas studies faculty. | 1.a.i. Number of faculty appointed. | semester | UCB Staff | 0 | 3 | 3 | 3 | 3 |
| | 1.b. Advertise new and existing courses to graduate and undergraduate students. | 1.b.i. Number of students enrolled in courses with >25% Middle East content. | annual | Cal Answers | #### | ### | #### | ### | ### |
| 2. Supplement language and area studies courses with professional development program accessed by at least 30 students per year. | 2.a. Establish internship for undergraduates with KPFA radio. | 2.a.i. Number of students participating in internship. | semester | Applications through International and Area Studies teaching program, where internship/course is administered. | 2 | 3 | 3 | 3 | 3 |
| | 2.b. Hold professional development events for undergraduate and graduate students with emphasis on area studies job training. | 2.b.i. Number of student participants in professional development events per semester. | semester | Attendance at professional development events | 30 | 35 | 40 | 45 | 50 |

Appendix E

Letters of Support

BARBARA LEE
13TH DISTRICT, CALIFORNIA
**DEMOCRATIC STEERING
AND POLICY COMMITTEE**
Vice Chair

COMMITTEE ON APPROPRIATIONS

Member, Subcommittee on
Labor, Health and Human Services, Education,
and Related Agencies

Member, Subcommittee on
State, Foreign Operations, and Related Programs

Member, Subcommittee on
Military Construction-Veterans Affairs

COMMITTEE ON THE BUDGET



**Congress of the United States
House of Representatives
Washington, D.C. 20515-0509**

REPLY TO OFFICE CHECKED

WASHINGTON OFFICE
2267 Rayburn House Office Building
Washington, D.C. 20515
Phone: (202) 225-2661
Fax: (202) 225-9817

DISTRICT OFFICE
1301 Clay Street, Suite 1000N
Oakland, CA 94612
Phone: (510) 763-0370
Fax: (510) 763-6538

website: lee.house.gov

June 18, 2018

The Honorable Betsy DeVos
Secretary
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Secretary DeVos

It is my pleasure to write in support of the proposal by University of California Berkeley's Center for Middle Eastern Studies (CMES) for a U.S. Department of Education Title VI National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) fellowships grant. Given UC Berkeley's long standing as a major site for Middle Eastern Studies, CMES is perfectly positioned to train the next generation of experts in this critical region of the world.

As the flagship of the University of California system, UC Berkeley has consistently offered training in Middle Eastern Studies for over a century, one of only a few U.S. public institutions to do so. Today, students can learn over 15 modern and ancient Middle Eastern languages and access an outstanding collection at one of the top research libraries in the United States. CMES itself was founded in 1979 with a mandate to promote the full spectrum of studies concerned with this world area and service the priorities of the Title VI program. It is currently the only federally-recognized Middle East NRC in the state of California.

With Title VI funds the 2018-2022 cycle, CMES intends to build on its expertise to serve over 2,500 undergraduates and 400 graduates enrolled in Middle East coursework, providing them additional training in four less commonly taught languages (Arabic, Hebrew, Persian, and Turkish) as well as professional development training to enter the workforce in areas of national need. CMES will also serve around 150 faculty and graduate student instructors and researchers working on groundbreaking and critical issues in over 20 academic departments and professional schools. Beyond campus, CMES will serve as a vital resource for businesses, the nonprofits, and the general public, and as a partner for K-16 institutions in the Bay Area to ensure that our educational system at all levels produces the human resource capabilities that our government, business, and nonprofit sectors need to solve global problems.

CMES's track record in producing and disseminating research on this critical world area, in training students in area studies and less commonly taught languages, and its outreach to educators and the general public make this project a smart and well-justified investment of Federal funds. Therefore, it is my hope that you will give UC Berkeley's grant application all due consideration. Thank you for your attention to this important matter.

Sincerely,

Barbara Lee
Member of Congress



OFFICE OF THE VICE CHANCELLOR FOR RESEARCH
119 CALIFORNIA HALL #1500

BERKELEY, CALIFORNIA 94720-1500

June 5, 2018

U.S. Department of Education
International and Foreign Language Education Office

To Whom It May Concern:

As the Vice Chancellor for Research at the University of California, Berkeley, I write to express my strong support for the National Resource Center/Foreign Language and Area Studies grant proposal from UC Berkeley's Center for Middle Eastern Studies (CMES), under the leadership of Director Emily Gottreich. CMES is one of ten Organized Research Units (ORUs) at UC Berkeley that are devoted to aspects of international and area studies. CMES has a wide reach of constituents across the campus, not only in the College of Letters and Science, but also in the professional schools (Public Health, Law, Journalism, Haas School of Business, etc.) and even in science areas such as the College of Natural Resources, where CMES is collaborating with faculty on a project on climate change in the Middle East. This is the virtue of ORUs: they cross divisional lines to serve the entire campus and beyond.

I believe that CMES's proposed NRC/FLAS project will serve the Department of Education well. As currently the only National Resource Center for the Middle East in California, CMES has an excellent track record of success and impact on a wide variety of stakeholders. The most distinctive strength of CMES is the quality and range of its affiliated faculty—more than 50 faculty working in 20 academic disciplines and professional schools who serve on virtually every important academic or governmental committee dealing with the region.

CMES also serves a surging student interest in Middle Eastern Studies; in 2016-17, approximately 2,500 undergraduates and 380 graduates were enrolled in 250 courses encompassing the Arab world, Iran, Turkey, and Israel. The majority of students remain engaged with the region in a professional or academic capacity upon graduation. At least half of all undergraduates with a Middle East concentration opt to pursue a graduate degree, and recent PhDs have secured professorships at institutions such as Brown, Stanford, Tufts, and University of Chicago, while others are now serving in a Middle East-related capacity in the U.S. Department of State, U.S. Department of Commerce, USAID, and U.S. congressional offices, to name a few.

The director of CMES, Emily Gottreich, was selected to head CMES because of her leadership record on campus and in the field of Middle Eastern Studies. In addition to being an internationally-recognized scholar of North African history, she has served as a president of the American Institute of Maghrib Studies and as a member of the Committee on Academic Freedom of the Middle East Studies Association. Our ORU director appointment and reappointment process is rigorous, involving surveys of the relevant faculty for their views of suitable candidates, or in the case of reappointment, the effectiveness of the incumbent. Professor Gottreich has been strikingly successful in building up Middle Eastern studies on our campus in recent years, garnering several philanthropic gifts to CMES,

including a new endowment in memory of fallen Ambassador Christopher Stevens, a UC Berkeley alumnus. She has also initiated a robust outreach program, and last summer was awarded a Fulbright-Hays Group Projects Abroad grant. The NRC/FLAS program will be well served by having her at the helm of Berkeley's Middle East National Resource Center.

The proposed NRC/FLAS project epitomizes UC Berkeley's commitment to creating a community of scholars and students with the knowledge needed to help determine the direction of today's most challenging debates. CMES's FLAS project will support four priority languages: Arabic, Hebrew, Persian, and Turkish. NRC funds will support two new language courses—Colloquial Arabic and Ottoman Turkish—to complement UC Berkeley's high-quality instruction in Modern Standard Arabic, Armenian, Azeri, Hebrew, Persian, Turkish, Uzbek, Kurdish, Yiddish, and ancient Semitic languages. NRC funds will also support two courses on contemporary politics in the Middle East, multiple K-16 teacher training programs in an effort to help meet the significant need for Middle East-related curricula and classroom materials, and interdisciplinary public programming that features diverse perspectives as well as student training and professional development to serve in areas of national need. As such, this project is very important and would be a well-justified investment of federal funds.

UC Berkeley is well positioned to carry out and support the activities of the proposed NRC/FLAS project. In addition to the ORU structure, oversight provided by my office, and the considerable infrastructure for management of federal grants, we have the faculty, students, and resources to conduct research, teacher training, public outreach and teaching of lesser-taught languages. Indeed the goals of the NRC program align perfectly with the "teaching, research, and public service" mission of the University of California. We are committed to serving the national need for increased numbers of specialists with expertise in foreign languages and training in diverse cultures.

I hope you will consider funding this proposal.

Sincerely,

A handwritten signature in black ink that reads "Randy Howard Katz". The signature is written in a cursive, flowing style.

Randy Howard Katz
Vice Chancellor for Research

June 12, 2018

To Whom It May Concern:

As a new graduate of the University of California, Berkeley, and a former recipient of a Foreign Language and Area Studies (FLAS) fellowship, it is with great humility that I write to express my enthusiastic support for the National Resource Center/FLAS proposal from UC Berkeley's Center for Middle Eastern Studies (CMES), under the leadership of Director Emily Gottreich.

Given my experience with the FLAS program at UC Berkeley, I would be remiss if I did not strongly support the continuation of this program on campus. As a Middle Eastern Studies major, I received a FLAS award for intensive study of Arabic in Rabat, Morocco during the summer after my third year. The award came at a critical juncture in my education. Attempting to immerse oneself into language and culture during the regular semester can be daunting while facing the distractions of home institutions. Being able to focus one's attention wholly on language and culture while studying abroad or in an environment created for immersion purposes in the U.S. facilitates better retention of a perishable skill such as language, and especially the Arabic language.

My time as an undergraduate in the International and Area Studies Academic Program and my engagements with CMES led me to pursue an M.A. in Global Studies, with a concentration on the Middle East. CMES has been an integral part of both my undergraduate and graduate experience. The Center hosts many events throughout the academic year through which I encountered scholars across the globe with varying viewpoints on the most critical global issues. One memorable event sponsored by CMES was a panel discussion following the November 2015 terror attacks in Paris. The panel which included a French scholar offered a very insightful take on terrorism from a different perspective than the one I was familiar with.

The mission of the U.S. Department of Education "is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access." As a veteran who served multiple tours of duty in both Iraq and Afghanistan, I know too well the importance of understanding the language and culture of U.S. Areas of Operation (AOR). In essence, I wish I had the Arabic language and cultural skills I have now during my tours to Iraq. Because of UC Berkeley, I was able to attain those skills and can say I understand the Middle East a lot more than I did previously and can now hold a conversation in Arabic—hopefully these skills prove useful in future work with the U.S. Department of State.

It is my sincere hope that you will strongly consider funding CMES's NRC/FLAS proposal. As per your mission statement, I can think of very few educational options that elevate global competitiveness for Americans like the FLAS fellowship does and I hope to see this program continued at UC Berkeley.

Sincerely,



Trésor Bunker, Global Studies M.A. '18



DEPARTMENT OF ITALIAN STUDIES
6303 DWINELLE HALL
BERKELEY, CALIFORNIA 94720-2620

PHONE: (510) 642-2704
FAX: (510) 642-6220

15 June 2018

To Whom It May Concern,

I am very happy to write in support of the Title VI request submitted by UC Berkeley's Center for Middle Eastern Studies for the coming funding cycle. I am intimately acquainted with the Center's activities past and present, and can say in all confidence that it is currently at its very best. Its outreach is extensive and varied, its events for graduate students are widely attended, its involvement of undergraduates is thorough, and its public events are relevant and timely. It is a joy to see it make the most of its resources, and continue to devise ways to serve both the public and the campus.

I first came into contact with the CMES as a graduate student at Berkeley, in the 1980s; I have come to know it much better as a faculty member, since 2000. There is no question that the Center's profile has improved over time, and indeed, that it is among the most high-profile campus research centers in the field. By the 2000s it had developed into an enviable research center within the campus. But since the appointment of Professor Gottreich as Chair, it has further improved its portfolio of activities, events, and service to all constituencies by leaps and bounds. I would now characterize the Center as one of very clear vision with respect to its remarkable range of goals and priorities, as well as one that makes the most out of every dollar. I can hardly imagine a more deserving candidate for a new round of Title VI funding.

Most sincerely,

A handwritten signature in black ink, appearing to read "Mia Fuller". The signature is fluid and cursive, with a large, sweeping flourish at the end.

Mia Fuller
Associate Professor &
Head Graduate Advisor
Department of Italian Studies

Letter of Support

for

UC Berkeley Title VI Centers' World History Project

With this letter, I offer the following specific support and commitment to the multi-year project proposed by UC Berkeley's Title VI Centers for 2018-2022.

The UC Berkeley History-Social Science Project (UCBHSSP) is excited to work with the Title VI Centers (Center for African Studies; Center for Latin American Studies; Center for Middle Eastern Studies; Center for Southeast Asia Studies; Tang Center for Silk Road Studies; Institute for South Asia Studies; Institute for East Asian Studies; Institute of European Studies; Institute of Slavic, East European, and Eurasian Studies) in this exciting project to foster greater historical content knowledge and discipline-specific thinking skills for area educators. This project, focusing on world history topics, will help educators better prepare students to understand cross-regional and thematic elements in world history and translate them into their own classroom practice.

The UC Berkeley History-Social Science Project will lead three cohorts of teacher leader to develop model course arcs, and exemplar lessons, for the required global history courses in California: the Ancient World (6th), the Medieval World (7th), and the Modern World (10th). The course outlines and model lessons will be made available on our website and shared at summer institutes for Bay Area teachers. Each institute will include scholar lectures, the introduction of the planning arc, presentation of classroom-tested model lessons, and work time for participating educators to explore resources and map their own course of study.

The UC Berkeley History-Social Science Project, one of the California Subject Matter Projects, has been engaged in providing professional development for more than 25 years to Bay Area K-12 history educators. We have developed programs and learning strategies, particularly with regard to historical literacy, that support the learning of all students. We are excited to develop course outlines, aligned to the recently adopted California History-Social Science Framework (2016) and informed by the latest in academic scholarship.

Sincerely,



Dr. Rachel B. Reinhard
Director, UC Berkeley History-Social Science Project

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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ED 524 SECTION C – BUDGET NARRATIVE

The proposed 2018-2022 budget for the Center for Middle Eastern Studies (CMES) at the University of California, Berkeley, is designed to achieve the greatest good from a limited amount of funding. Many projects will be jointly funded by existing UC Berkeley resources, with National Resource Center (NRC) funds applied to priority projects that are likely to leverage future support.

This project meets the criteria of a “Major Project,” as defined by OMB Circular A-21, under which the salaries of administrative staff can be charged to a federal project. Under the Uniform Guidance (200.413), this project meets the following conditions: 1) administrative or clerical services are integral to a project or activity; 2) individuals involved can be specifically identified with the project or activity; 3) such costs are explicitly included in the budget or have the prior written approval of the federal awarding agency; and 4) the costs are not also recovered as indirect costs. For changes and allowable costs under administrative and clerical salaries reference https://spo.berkeley.edu/procedures/ug_campusguide.html#salaries.

This budget narrative is divided into two parts: the first three pages constitute a narrative summary of the cost categories; all individual costs are further explained in the line-item budget that follows (pp. 4-8).

Personnel

The total first-year direct-cost request for Salaries is \$132,763 and \$57,948 for Fringe Benefits, for a total of \$190,711 or 31% of the total request for the year (including FLAS and indirect costs). Salary and fringe benefits facilitate the primary activities of the NRC, including the teaching of two less-commonly taught languages (both of which are deemed Priority languages by the U.S. Department of Education); seeding of two area studies courses per year; organizing a robust outreach program; and administering all facets of the program including the FLAS fellowship. Administrative salaries charged to this grant are essential for the success of this grant and require significant activity outside the scope of normal job duties. All efforts and expenses will be for essential services specific to the project and not for general support of the academic activities of the faculty or department. In addition, effort charged to this project can be specifically identified to the project and will be done so through the UC Berkeley ERS “Effort Reporting System.” In all cases, this request represents only a fraction of individual salaries, yet enables new activities that will lead to long term improvements in the program and curriculum. For descriptions of all positions to be partially funded by the grant, please see **Appendix A and Appendix B**.

University of California, Berkeley Composite Fringe Benefit Rates (CFBR) have been reviewed and federally approved by the Department of Health and Human Services (DHHS) on July 1, 2017 for use by all fund sources for FY18. Rates beyond June 30, 2018 are estimates and are provided for planning purposes only. Future CFBR rates are subject to review and approval by DHHS on an annual or bi-annual basis. Fringe benefits are assessed as a percentage of the respective employee’s salary. For FY18, these rates are fixed at 40% for academics and at 48% for staff. A link to the composite benefits rates can be found at <https://spo.berkeley.edu/policy/benefits/benefits.html>.

Travel

The request for Travel is \$3,880 for each year of the grant, representing less than a tenth of a percent of the total four-year grant expenses. We are requesting travel support for the Project Director and Associate Director to attend the Middle Eastern Studies Association annual meeting to represent the Center in an academic and outreach capacity, at \$1,690 each: \$575 roundtrip domestic airfare; \$200 ground transportation; \$600 for lodging (\$200/night, 3 nights); \$315 per diem (\$63 per diem rate, 5 days). We also request partial support for travel for the Program Coordinator at the UC Berkeley Office of Resources for International and Area Studies (ORIAS) to attend the annual meeting of the National Council for the Social Studies to coordinate K-16 teacher training activities. This request is a small portion of what the CMES spends annually to support faculty, librarian, staff, and student travel.

Supplies

With regard to Supplies, we have budgeted \$16,000 in total for the four-year cycle (less than 1% of total expenses) for targeted digital and print acquisitions for the Middle East and Islamica collection of the UC Berkeley Library in order to help preserve its status as one of the preeminent collections on the Middle East and North Africa. We have also requested \$7,500 in funding for audiovisual equipment and computers to be able to film, edit, stream, and digitally store CMES lectures and conferences, thereby maintaining a free online repository of educational resources.

Other

The category Other requests \$46,272 for the first year of the grant (approximately 8% of the total request) for seed funding for: (A) teacher training and outreach activities; (B) conferences and workshops; and (C) evaluation.

(A) Consistent with the two NRC Absolute Priorities and two NRC Competitive Preference Priorities, we are requesting modest costs to support several ORIAS programs that meet NRC teacher training goals to develop curriculum for K-12 and community college instructors. We also request support for the California History-Social Science Project (UCBHSSP) to create three global history course outlines for 6th, 7th and 10th grade classes, informed by the recently adopted California History-Social Science Framework with units specific to the Middle East. The materials will be presented in three summer institutes and available on a reformatted Global History webpage for teachers throughout California and the United States. In addition to outreach to K-12 teachers and educators at community colleges and Minority-Serving Institutions, NRC funds will support training in less commonly taught languages by offering language pedagogy and proficiency assessment training to language lecturers in the UC Berkeley Near Eastern Studies Department, and cooperative summer language programs to train students in less commonly taught languages in the Middle East world area.

(B) The CMES requests funding for a series of conferences and lectures aimed at a general audience with a student training component, including the first interdisciplinary conference for graduate students across the University of California (on the theme of Ecology in the Middle

East and North Africa), a symposium on Judeo-Islamic Spaces, a multi-year series on Arts in the Middle East, and workshops on the Making of the Modern Middle East.

(C) Finally, in the category Other we request funding for five types of evaluation activities: a full-scale one-time external review of all CMES activities; a full-scale external review of the Middle Eastern Studies curriculum at UC Berkeley as a whole (including the language program) conducted over the full duration of the project; a review of K-16 teacher training activities conducted by Dr. Nancy Sato, an independent consultant with over 25 years of experience in program evaluation; a pedagogical evaluation of colloquial Arabic; and subscription to Salesforce software to collect and analyze metrics of students, faculty, and the public's involvement in programming over time.

Indirect Cost Rate

Per the sponsor's policy, indirect costs have been limited to 8% of modified total direct costs. UC Berkeley's federally negotiated indirect cost rate agreement can be found at: <https://spo.berkeley.edu/policy/fa2017.pdf>.

FLAS

8 Academic Year graduate awards: \$33,000 x 8
2 Academic Year undergraduate awards: \$15,000 x 2
7 Summer awards: \$7,500 x 7

The FLAS budget requests eight graduate awards and two undergraduate awards each academic year, and seven awards each summer. This request is justified by the fact that 100% of UC Berkeley FLAS-eligible languages—Arabic, Hebrew, Persian, and Turkish—are designated Priority Languages by the Department of Education. Moreover, training in these languages is in high demand among UC Berkeley students.

All costs are further detailed in the line-item budget that follows (pp. 4-8).

| Page | | Year 1 | Year 2 | Year 3 | Year 4 |
|---------------------|--|----------------------|----------------------|----------------------|----------------------|
| 1. PERSONNEL | | | | | |
| 10 | Academic & Outreach Coordinator - Julia Choucair-Vizoso 25% FTE 25% of benefits at 40% UC Academic rate | \$22,881 \$9,152 | \$22,881 \$9,152 | \$22,881 \$9,152 | \$22,881 \$9,152 |
| 11 | Administrative & Fellowship Coordinator - Mary Matambanadzo 50% FTE 50% of benefits at 48% UC Staff rate | \$35,535 \$17,057 | \$35,535 \$17,057 | \$35,535 \$17,057 | \$35,535 \$17,057 |
| Appx. B | Events Coordinator 50% FTE 50% of benefits at 48% UC Staff rate | \$25,000 \$12,000 | \$25,000 \$12,000 | \$25,000 \$12,000 | \$25,000 \$12,000 |
| 2 ; 8 | Lecturer - GLOBAL 154M: The Gulf States and the Arab Spring - Peter Bartu 16.5% FTE (Fall semester) 16.5% of benefits at 40% UC Academic rate | \$13,408 \$5,363 | \$13,408 \$5,363 | \$13,408 \$5,363 | \$13,408 \$5,363 |
| 2 ; 8 | Lecturer - GLOBAL 154M: Political Transitions in MENA- Peter Bartu 16.5% FTE (Spring semester) 16.5% of benefits at 40% UC Academic rate | \$13,408 \$5,363 | \$13,408 \$5,363 | \$13,408 \$5,363 | \$13,408 \$5,363 |
| 2 ; 7 | Lecturer - Colloquial Arabic - Haitham Mohamed 40% FTE (Fall semester) 40% of benefits at 40% UC Academic rate | \$13,193 \$5,277 | \$14,404 \$5,762 | \$14,836 \$5,934 | \$15,281 \$6,112 |
| 2 ; 7-8 | Lecturer - Ottoman Turkish - Douglas Brookes 33% FTE (Spring semester) 33% of benefits at 40% UC Academic rate | \$9,339 \$3,736 | | \$9,908 \$3,963 | |
| | SALARIES TOTAL | \$132,763 | \$124,635 | \$134,975 | \$125,512 |
| | BENEFITS TOTAL | \$57,948 | \$54,697 | \$58,833 | \$55,048 |
| | PERSONNEL TOTAL | \$190,711 | \$179,332 | \$193,808 | \$180,560 |

| Page | | Year 1 | Year 2 | Year 3 | Year 4 |
|---|--|----------------|----------------|----------------|----------------|
| 2. TRAVEL | | | | | |
| 6 | Project Director & Associate Director, Middle East Studies Association annual meeting | | | | |
| | Domestic roundtrip economy airfare @575/person | \$1,150 | \$1,150 | \$1,150 | \$1,150 |
| | Ground transportation, airport transfers | \$400 | \$400 | \$400 | \$400 |
| | Lodging, 3 nights/person | \$1,200 | \$1,200 | \$1,200 | \$1,200 |
| | Per diem @ \$63/day/person | \$630 | \$630 | \$630 | \$630 |
| 6 | ORIAS Program Coordinator, National Council for the Social Studies annual meeting | | | | |
| | Domestic airfare, lodging, per diem; shared with other UC Berkeley area studies centers | \$500 | \$500 | \$500 | \$500 |
| | TRAVEL TOTAL | \$3,880 | \$3,880 | \$3,880 | \$3,880 |
| 3. SUPPLIES | | | | | |
| A. Library | | | | | |
| 6 | Print/ephemera collections enhancement | \$5,000 | | \$4,000 | \$3,000 |
| | Online databases & portals purchase | \$2,000 | | \$2,000 | |
| B. CMES | | | | | |
| 6 | Audio-visual and computing devices purchase | \$2,000 | \$1,000 | | \$4,500 |
| | SUPPLIES TOTAL | \$9,000 | \$1,000 | \$6,000 | \$7,500 |
| 4. OTHER - Outreach, Campus Programs, and Evaluation | | | | | |
| A. Outreach | | | | | |
| 3 ; 5 | Office of Resources for International and Area Studies | | | | |
| | [NRC Competitive Priority 1 & 2] | | | | |
| | Support for K-12 workshops | \$1,633 | \$1,633 | \$1,750 | \$1,700 |
| | Support for Community College institutes & online course construction | \$1,639 | \$1,119 | \$720 | \$720 |
| 4 ; 5 | History Social-Science Project | | | | |
| | [NRC Competitive Priority 2] | | | | |
| | Cosponsored pedagogy/curriculum design institutes for 6th, 7th, 10th grade teachers | \$1,250 | \$1,250 | \$1,500 | \$1,250 |
| | UCBHSSP Global History website development | \$750 | \$750 | \$750 | |
| 4 ; 5 | Radio Internship Program | | | | |
| | Professional service fees for KPFA staff | \$2,000 | \$2,000 | \$2,000 | \$2,000 |
| 4 ; 5 | Arab Film Festival | | | | |
| | Film rights for Berkeley premiere of annual festival | \$1,500 | \$1,500 | \$1,500 | \$1,500 |
| | Film rights for Spring thematic series | \$1,500 | \$1,500 | \$1,500 | \$1,500 |

| Page | | Year 1 | Year 2 | Year 3 | Year 4 |
|-----------|--|-----------------|-----------------|-----------------|-----------------|
| 4 ; 5 | Golden Thread Stage Productions | | | | |
| | Co-sponsored production costs, New Threads Staged Readings | \$1,500 | | \$1,500 | |
| | Co-sponsored production costs, ReOrient Festival of Short Plays | | \$1,500 | | \$1,500 |
| 4 ; 5 | Consortium of Middle East Centers | | | | |
| | Lecturer salary, Beginner online Kurmanji Kurdish at University of Arizona | \$2,500 | \$2,500 | \$2,500 | \$2,500 |
| | Travel of two lecturers to pedagogy workshop at University of Arizona [NRC Competitive Priority 2] | | | | |
| | Domestic roundtrip economy airfare @450/person | | | \$900 | |
| | Ground transportation, airport transfers | | | \$100 | |
| | Lodging, 2 nights/person | | | \$600 | |
| 4 ; 5 | Center for Arabic Study Abroad (CASA) | \$1,200 | \$1,200 | \$1,200 | \$1,200 |
| | Membership in consortium to support intensive training in Arabic | | | | |
| 4 ; 5 | Central Asian Language Consortium | | | | |
| | Membership in consortium to support intensive summer training in Kurdish, Persian, & Tu | \$500 | \$500 | \$500 | \$500 |
| 4 ; 5 | Middle East Outreach Council (MEOC) | | | | |
| | Membership in consortium to support Global Read Webinar Series [NRC Competitive Pri | \$100 | \$100 | \$100 | \$100 |
| | Outreach Marketing | | | | |
| | Communications/contacts databases licensing and subscriptions | \$2,500 | \$2,000 | \$2,500 | \$3,000 |
| | Hosting fees for website | \$1,200 | \$1,200 | \$1,300 | \$1,300 |
| | Outreach subtotal | \$19,772 | \$18,752 | \$20,920 | \$18,770 |
| | B. Thematic Conferences, Workshops, and Series | | | | |
| 7 | Interdisciplinary Lecture Series [Absolute Priority 1] | | | | |
| | Travel & lodging for non-local speakers | \$5,300 | \$6,000 | \$5,700 | \$8,000 |
| | Speaker fees, \$400 each | \$4,400 | \$4,400 | \$4,400 | \$4,400 |
| 7 | Distinguished Visitor Program (1 scholar per year) | | | | |
| | Speaker fee | \$1,000 | \$1,000 | \$1,000 | \$1,000 |
| | Domestic roundtrip airfare | \$550 | \$550 | \$600 | \$600 |
| | Ground transportation | \$100 | \$100 | \$150 | \$150 |
| | 5-night lodging | \$1,000 | \$1,000 | \$1,000 | \$1,000 |
| 7 ; 14-15 | MENA Salon [Absolute Priority 1] | | | | |
| | Coordinator support, \$2,000 per coordinator per year | | \$4,000 | \$4,000 | \$4,000 |
| 7 | Critical Arts in the Middle East, Series [Absolute Priority 1; NRC Competitive Priority 1] | | | | |
| | Partial support for lodging, 3 guest artists, Spring 2019 | \$2,000 | | | |
| | Travel and lodging, 3 guest artists, Spring 2020 | | \$7,000 | | |

| Page | | Year 1 | Year 2 | Year 3 | Year 4 |
|-----------|--|-----------------|-----------------|-----------------|-----------------|
| 7 ; 8 | Judeo-Islamic Spaces, Symposium, Spring 2019 [Absolute Priority 1] | | | | |
| | Domestic travel for 9 panelists | \$3,600 | | | |
| | 2-night lodging for 9 panelists | \$3,600 | | | |
| 7 ; 8 | Ecology in MENA, UC-wide Graduate Student Conference, Spring 2020 | | | | |
| | Domestic travel from UC campuses, 15 graduate students | | \$4,500 | | |
| | Domestic travel from UC campuses, 7 faculty | | \$2,100 | | |
| | Lodging, 19 guests, 2 nights | | \$7,600 | | |
| 7 | The Armistice at 100: The Making of the Modern Middle East | | | | |
| | 3 workshops, Fall 2020, Spring 2021, Fall 2021 | | | | |
| | Domestic travel, 9 speakers, 3 per workshop | | | \$3,000 | \$1,500 |
| | Lodging, 9 speakers, 2 nights | | | \$2,400 | \$1,200 |
| | Interdisciplinary conference, 4 panels, Spring 2022 | | | | |
| | Domestic travel, 12 panelists | | | | \$3,600 |
| | Lodging, 12 guests, 2 nights | | | | \$4,800 |
| | Travel and lodging keynote speaker | | | | \$4,800 |
| 7 | California Working Group on Jews in Maghrib & Middle East (Cal JeMM) | | | | |
| | Lodging, 3 guests, 2 nights [Absolute Priority 1] | \$1,000 | \$1,000 | \$1,000 | \$1,000 |
| | Conferences subtotal | \$22,550 | \$39,250 | \$23,250 | \$36,050 |
| | C. Evaluation | | | | |
| 6 ; 17-18 | External Review of CMES | | | | |
| | Fees for two senior faculty reviewers | | \$2,000 | | |
| | Airfare, 2 roundtrip tickets | | \$1,100 | | |
| | Lodging, 2 guests, 4 nights | | \$1,600 | | |
| | Meals and incidentals per diem, 2 persons, 6 days | | \$744 | | |
| 6 ; 18 | Curricular Review of Middle Eastern Studies | \$3,000 | | \$1,000 | \$1,000 |
| | Expert consultant fees | | | | |
| 6 ; 16-17 | K-16 Outreach Evaluation Plan Implementation [NRC Competitive Priority 1 & 2] | | | | |
| | Evaluation expert consultant fees - Nancy Sato (shared with UC Berkeley area studies centers) | \$700 | \$700 | \$700 | \$700 |
| 6 ; 18 | Berkeley Language Center Instructor Observation [NRC Competitive Priority 2] | | | | |
| | Pedagogical evaluation of colloquial Arabic | \$250 | \$300 | \$300 | \$300 |
| 6 ; 18-19 | Salesforce Subscription | | \$1,200 | | \$1,200 |
| | Metrics on programming reach | | | | |
| | Evaluation subtotal | \$3,950 | \$7,644 | \$2,000 | \$3,200 |
| | OTHER TOTAL | \$46,272 | \$65,646 | \$46,170 | \$58,020 |

| Page | | Year 1 | Year 2 | Year 3 | Year 4 |
|-----------------------------|---|------------------|------------------|--------------------|------------------|
| 5. TRAINING STIPENDS | | | | | |
| 3 ; 48-50 | Academic Year FLAS Graduate Fellowships [FLAS Competitive Priority 1 & 2] | | | | |
| | (8) Institutional payment @ \$18,000 | \$144,000 | \$144,000 | \$144,000 | \$144,000 |
| | (8) Subsistence allowance @ \$15,000 | \$120,000 | \$120,000 | \$120,000 | \$120,000 |
| | Total AY Graduate Request | \$264,000 | \$264,000 | \$264,000 | \$264,000 |
| 3 ; 48-50 | Academic Year FLAS Undergraduate Fellowships [FLAS Competitive Priority 1 & 2] | | | | |
| | (2) Institutional payment @ \$10,000 | \$20,000 | \$20,000 | \$20,000 | \$20,000 |
| | (2) Subsistence allowance @ \$5,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 |
| | Total AY Undergraduate Request | \$30,000 | \$30,000 | \$30,000 | \$30,000 |
| 3 ; 48-50 | Summer FLAS Fellowships [FLAS Competitive Priority 1 & 2] | | | | |
| | (7) Institutional payment @ \$5,000 | \$35,000 | \$35,000 | \$35,000 | \$35,000 |
| | (7) Subsistence allowance @ \$2,500 | \$17,500 | \$17,500 | \$17,500 | \$17,500 |
| | Total Summer Request | \$52,500 | \$52,500 | \$52,500 | \$52,500 |
| | TRAINING STIPENDS (FLAS) TOTAL | \$346,500 | \$346,500 | \$346,500 | \$346,500 |
| 6. TOTALS | | | | | |
| | PERSONNEL SALARIES | \$132,763 | \$124,635 | \$134,975 | \$125,512 |
| | FRINGE BENEFITS | \$57,948 | \$54,697 | \$58,833 | \$55,048 |
| | TRAVEL | \$3,880 | \$3,880 | \$3,880 | \$3,880 |
| | SUPPLIES | \$9,000 | \$1,000 | \$6,000 | \$7,500 |
| | OTHER - Outreach, Campus Programs, Evaluation | \$46,272 | \$65,646 | \$46,170 | \$58,020 |
| | NRC TOTAL DIRECT COSTS | \$249,863 | \$249,858 | \$249,858 | \$249,960 |
| | INDIRECT COSTS @ 8% | \$19,989 | \$19,989 | \$19,989 | \$19,997 |
| | TOTAL NRC COSTS | \$269,852 | \$269,846 | \$269,846 | \$269,956 |
| | TRAINING STIPENDS (FLAS) | \$346,500 | \$346,500 | \$346,500 | \$346,500 |
| | TOTAL COSTS | \$616,352 | \$616,346 | \$616,346 | \$616,456 |
| PROJECT TOTAL: | | | | \$2,465,501 | |